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ABSTRACT

Participating in the "NIE/National Education Task Force de la Raza Symposium" were 57 of the nation's top Chicano educators. During the Symposium's 2 days, these Chicano educators interacted with 5 National Institute of Education (NIE) staff members. Objectives of the Symposium included: (1) to review NIE's 1975-76 Multicultural Agenda; (2) to review previous input conference reports; (3) to identify Chicano funded projects; (4) to seek commitments from NIE; and (5) to improve a rapidly deteriorating relationship between NIE and the Chicano community. Symposium activities consisted of large group presentations and interaction sessions, as well as small groupwork sessions. The participants had and took the latitude of changing the proposed agenda. Recommendations and action plans were formulated by the participants in the areas of: (1) a Collegium of Chicano Scholars; (2) a R & D Center for Chicano education; (3) curriculum; (4) linguistics; (5) psychological testing; (6) sociocultural implications; (7) NIE's policy, governance and personnel; (8) technology and Chicano education; and (9) educational finance as it effects equal educational opportunities for Chicanos. This report, based on the information generated during the Symposium, presents a historical review of the Symposium's development, objectives, activities, and participants' recommendations. (Author/NQ)

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A REPORT ON THE
NATIONAL INSTITUTE OF EDUCATION/ NATIONAL EDUCATION TASK FORCE DE LA RAZA SYMPOSIUM

JULY, 25-26, 1974

ALBUQUERQUE, NEW MEXICO

Co-sponsored by

The National Education Task Force de la Raza

and

The National Institute of Education

By

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PREFACE

This report is written and compiled in its form in the hopes that the reader will have a first hand understanding of the developments of and the transactions during the National Institute of Education and the National Education Task Force de la Raza Symposium held in Albuquerque, New Mexico, July 25-26, 1974.

Regretfully this report cannot reflect in full the dynamics which transpired at what is perceived to be one of the most significant meetings of Chicano educators. Although many at the Symposium felt, as is noted in this document, that meeting with the NIE would be a fruitless effort, it was recognized that this was a rare opportunity for this calibre of Chicano educators to come together in a think session to grapple, not only with the educational issues which benefit our community, but likewise to provide some meaningful direction and solutions. The participants felt it important to document the thinking which transpired so that the product of these two days would provide direction for those who are committed, responsible and interested in the educational concerns of the Mexican American community. This report does capture the important thinking and recommendations of the participants in their respective work panels.

The participation at the Symposium went far beyond what the architects of the Symposium designed (as the reader will note), which seems to indicate the concern and the interest in educational research. In co-sponsoring the Symposium, NIE provided the wherewith for only 15 of the participants, while all other participation was provided through individual's own resources or the National Education Task Force de la Raza.

The Multicultural Unit of the NIE must be complimented in providing the basic support for the Symposium and the compiling of this work. This report shows that the objectives of the Symposium were accomplished, evidenced by the indications of the participant's survey.

Appreciation must be extended to each of the participants for their very active and tiring participation in a very cathartic two days. This document would not be possible without this participation.

Special thanks to Mr. Antonio Esquibel, National Coordinator of the Task Force, who performed the very noble task of not only co-coordinating the Symposium, but also for undertaking the masterful job of much of the development of this report.

It is our hope that this is but a first step in a new beginning of healthier and more positive relations between the Chicano educational community and NIE, toward a more productive and meaningful utilization of its resources, providing a greater hope for quality education through education research for the Chicano child, student and community.

We feel the Chicano community has much to offer this country in its quest for cultural pluralism, and that this goal will be more aptly attained by more effective collaboration of NIE with our people. Certainly in the ranks, especially of our young, are the future social architects for the new era "of a partnership built on dignity and respect" which Dr. Henry Kissinger speaks of especially with the 26 countries to the South. Hopefully this Symposium and the information of this report will make its contribution toward this new era.

Henry J. Casso

Dr. Henry J. Casso
Symposium Co-coordinator

Executive Secretary
National Education Task Force
de la Raza

A REPORT ON THE NATIONAL INSTITUTE OF EDUCATION/ NATIONAL EDUCATION TASK FORCE DE LA RAZA SYMPOSIUM

Abstract

This report is based on the information generated during the "NIE/ National Education Task Force de la Raza Symposium", held in Albuquerque, New Mexico on July 25-26, 1974. The Symposium was co-sponsored by The National Institute of Education and The National Education Task Force de la Raza. During the two days, fifty-seven of the nation's top Chicano educators interacted with five NIE staff members.

This report presents a historical review of the Symposium's development, its objectives, activities and participant's recommendations.

The Symposium's objectives included: (1) to review NIE's 1975-76 Multicultural Agenda, (2) to review previous imput conference reports, (3) to identify Chicano[*] funded projects, (4) to seek commitments from NIE and (5) to improve a rapidly deteriorating relationship between NIE and the Chicano community.

The Symposium's activities consisted of large group presentations and interaction sessions, as well as small group work sessions. The participants had and took the latitude of changing the proposed agenda.

The participants formulated recommendations and action plans in the following areas: (1) a Collegium of Chicano Scholars, (2) a R & D Center for Chicano education, (3) curriculum, (4) linguistics, (5) psychological testing, (6) socio-cultural implications, (7) NIE's policy, governance and personnel, (8) technology and Chicano education and (9) educational finance as it effects equal educational opportunities for Chicanos.

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[*] Chicano and Mexican American will be used interchangeably.

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INTRODUCTION

Part 1

History of the Symposium's Development

The commitment to hold the NIE/National Education Task Force de la Raza Symposium was agreed upon in Oakland, California, in the Spring to 1974. At this meeting, Mr. Richard Werksman, Advisor to the Director of the Institute; Dr. Juan Aragon, Director of the Cultural Awareness Center at UNM*; Dr. Rene Cardenas, Director of Bilingual Children's Television (BCTV); and Dr. ed De Avila, also of BCTV, agreed to ask the National Education Task Force de la Raza to facilitate such a meeting. The National Office of the National Education Task Force de la Raza was contacted and agreed to the coordination and implementation of such a meeting.

In May, 1974, Dr. Casso, Executive Secretary of the National Education Task Force de la Raza, and Dr. Luis Casaus of Arizona State University met with Mr. Werksman, Dr. Milton Silva, Chairman of NIE's Multicultural Task Force, and Mr. Elias Padilla, Spanish Speaking Program Coordinator for NIE in Washington, D.C. to finalize this agreement. Initially, NIE wanted to have about a half dozen participants attend the meeting. However, as a result of this meeting, NIE agreed to sponsor fifteen participants. The total number of participants was increased to between 25 and 30 plus NIE staff. As the planning continued, this number expanded to approximately fifty.

It was further agreed that the National Education Task Force de la Raza would invite the participants. The following criteria were taken into account in inviting participants: past relations with NIE, involvement in Mexican American educational research activities, geographic representation, female representation, and representation from the Palo Alto conference.*

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* The University of New Mexico, Albuquerque, New Mexico

The planners of the symposium felt it extremely important that the meeting take place before congressional appropriation hearings were to be held. Thus the dates of the symposium were selected to take place immediately before these hearings.

The planners also had as an objective to reconcile a rapidly deteriorating relationship between NIE and the Mexican American Community. See Appendix D for examples of this relationship especially the letters from Dr. Rene Cardenas and Dr. Gilberto De Los Santos.

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* Palo Alto Conference - The conference for the analysis of applied and basic research priorities relating to Mexican American education needs. (See Appendix)

Part 1

Section 2

Objectives of the Symposium

During the above meeting the following objectives were agreed upon:

-To review and provide input for the 1975-76 NIE Multicultural Agenda.

-To review the report from the "Conference for the Analysis of Applied and Basic Research Priorities Relating to Mexican American Education Needs." This document resulted from a meeting held in Palo Alto, California, on April 18-19, 1974.

-To identify the list of individuals, institutions, and titles of the 1973-74 and 1974-75 proposals to NIE which related to the Chicano Community.

-To identify the projects which were actually funded by NIE in FY/73-74 and FY/74-75 which are related to the Chicano Community.

-To identify the proposal readers for NIE proposals during FY/73-74 and FY/74-75.

-To have commitments made by the Multicultural Task Force within NIE based upon the interaction of participants and recommendations made to this unit.

-To improve relations between NIE and the Chicano Community.

Part 1
Section 3

Identification of Organizations and Definitions of Terms Used in This Report

National Education Task Force De La Raza - The USOE funded project with National Offices at the University of New Mexico and Regional Offices in Sacramento, California, Denver, Colorado, San Antonio, Texas and Chicago, Illinois.

National Institute of Education (NIE) - The agency with the Department of Health Education and Welfare which has its prime focus on educational research and development.

Multicultural Task Force - The Task Force within NIE which is chaired by Dr. Milton Silva and which has as its objective Multicultural Education Research.

N.I.E./National Education Task Force De La Raza Symposium - The symposium held at the Airport Marina Hotel in Albuquerque, New Mexico, on July 25-26, 1974, and sponsored by N.I.E. and the National Education Task Force De La Raza.

Palo Alto Document - Synonymous with the document entitled "Conference for the Analysis of Applied and Basic Research Priorities Relating to Mexican American Education Needs".

N.I.E. Multicultural Agenda 1975-76 - NIE's 1975-76 plan on Multicultural Educational Research.

Chicano - Synonymous with Mexican American and Spanish American.

National Council on Educational Research - NIE's general policy-making body (See page 9 of NIE: It's History and Programs for a complete list of members).

Deficit Models of Education - Models which view the student as being deficient or lacking. The student is the problem. Also synonymous with compensatory education.

Mesa Directiva - The executive board of a Chicano Caucus formed at the February, 1973, Career Education Conference/NIE Conference.

Collegium of Scholars - Synonymous with Think Tank. The notion of a Collegium of Scholars is the bringing together of a small group of Chicano educators from various disciplines and different parts of the country to identify contemporary educational issues as they relate to the Chicano community and to formulate solutions for these issues with an objective of the development of an encyclopedia of educational issues and corresponding solutions.

Review of Major Meetings Between N.I.E. and the Chicano Educational Community

On July 20, 1972, five Mexican American educators met with members of the N.I.E. Planning Unit in San Francisco, California. The purpose of the meeting was to inform the Chicano educators about the plans for the New Federal Agency NIE and to receive preliminary reaction to the plan. The educators raised serious reservations and made recommendations. These recommendations centered around (1) inadequate representation of Mexican Americans in previous planning activities and lack of time to react, (2) deficient models of education, (3) assurance for continuing input from the Chicano community, (4) N.I.E. staffing procedures, (5) educational needs of Mexican American communities which should be compiled, and (6) participants on the Council (see N.I.E. Planning Unit Report No. C109, Appendix H).

During the Career Education Conference held in Washington, D.C., in February, 1973, a Chicano caucus initiated a meeting with the Director of NIE to discuss what NIE should do to meet the career education needs of the Chicano. At this meeting a Mesa Directiva was formed and a list of recommendations was drafted (see Mesa Directiva Recommendation in "A Report of the Final Session of the Bilingual-Bicultural Institute," Appendix I).

In March, 1973, a NIE staff member met with representative of the National Education Task Force De La Raza to exchange views on how NIE could best work with the Task Force. In September, 1973, a follow-up meeting was held between NIE and the Mesa Directiva formed at the February Career Education Conference. At the National Bilingual-Bicultural Institute held in Albuquerque in November, 1973, NIE members were also asked and did participate.

In January, 1974, a preliminary report of the recommendations contained in Appendix I was made to the Director of NIE and his top staff in Washington, D.C., by the Executive Secretary of the National Education Task Force De La Raza. This same report was also made to the National Council for Educational Research in Austin, Texas, in January by the National Chairman of the National Education Task Force De La Raza. Appendix J contains Dr. Glennan's response to this report.

The latest meeting was held in Palo Alto, California, on April 18-19, 1974. Three NIE staff members interacted with seven Chicano educators. Appendix H contains the abstract of this report, entitled "Conference for the Analysis of Applied and Basic Research Priorities Relating to Mexican American Education Needs."

Appendix D of this report contains recent communications between NIE and Chicano educators which speak of the need and urgency of the symposium which was held on July 25-26, 1973, at Albuquerque, New Mexico.

PART TWO

SYMPOSIUM ACTIVITIES

Part 2

Section 1

Participants

The total number of participants attending the Symposium was 62. Chart 1 below gives a breakdown of the participants by position.

Chart 1

List of Participants by Position*

President of College or University	1
Vice President	2
Dean of College	2
Assistant Dean	2
Department Head	2
Professor	3
Associate Professor	9
Assistant Professor	9
Graduate Student	11
Project Director	7
Other*	14
TOTAL	62

*This list was developed by reviewing the list of participants in Appendix A.

*The "Other" category included the following individuals:

Mr. Ed Baca, Region VI Commissioner of Education; Dr. Bambi Cardenas, Rockerfeller Intern, U.S. Senator Mondale's Office; Dr. Jose Cardenas, President Texans for Educational Excellence; Dr. Rene Cardenas, Director of BCTV; Dr. Severo Gomez, State Department of Education (Texas); Dr. Simon Gonzales, Assistant to the Chancellor, UCLA; Dr. Willie Sanchez, Assistant to the President, New Mexico Highlands University; Mr. Paul

Part 2

Section 2

NIE/National Education Task Force De La Raza Symposium Format

The proposed agenda sent to symposium participants by NIE on July 10, 1974, was revised after communicating with and receiving concurrence for revision from NIE. This agenda was modified by the participants as stated below (see Chart 2).

Section 3

Overview of Symposium Sessions

On Thursday morning, July 25, 1974, Dr. Rupert Trujillo, National Chairman of the National Education Task Force De La Raza, officially welcomed the (approximately 50) participants present at the first general session. Dr. Trujillo stressed the importance of the session and asked the participants to have open discussions and dialogue. Following Dr. Trujillo, Dr. Henry J. Casso, Executive Secretary of the National Education Task Force De La Raza, gave a brief review of the background, objectives, understandings, and transactions of how the Symposium developed.

Next, Mr. Richard Werksman, Advisor to the Institute and Director, gave a brief historical review of the establishment of NIE and its general structure, including numbers of staff and budget. Following Mr. Werksman's remarks, Dr. Milton Silva, Chairman of NIE, Multicultural Task Force, gave a report of the history of the Multicultural Task Force, its objectives, and budget. Dr. Silva's presentation was followed by immediate interaction with the participants. The decision was then made to have a small group

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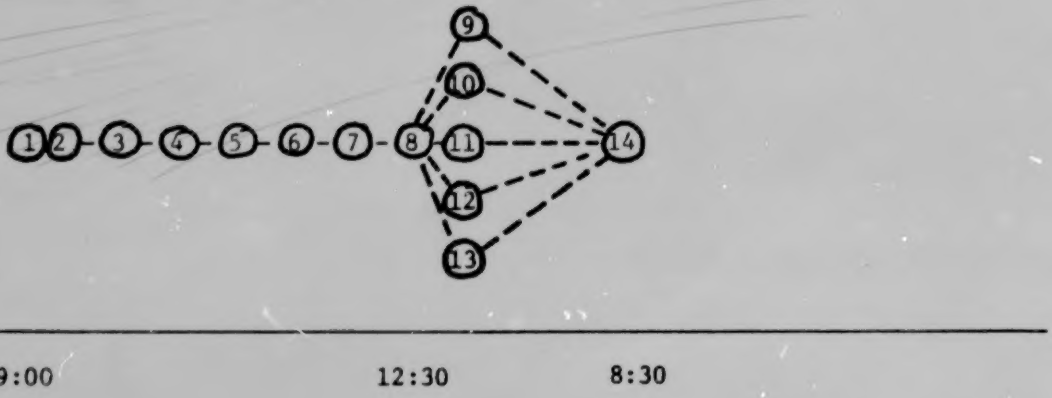
Sedillo, Director, Division of Spanish Speaking Catholic Bishops Council.

Of the above 62 participants, five were NIE staff members. Fifteen Colleges or Universities were also represented. (For complete list, see Appendix B.)

Chart 2

Thursday, July 25, Symposium Activity Flow



Activities

1. Opening remarks and welcome, Dr. Rupert Trujillo, National Chairman, National Education Task Force de la Raza.
2. Background, objectives, understandings, and transaction on how symposium was developed by Dr. Henry J. Casso, Executive Secretary, National Education Task Force de la Raza.
3. NIE's establishment, structure, and budget by Mr. Richard Werksman, Advisor to the Director of NIE.
4. NIE Multicultural Task Force's history, objectives, and budget by Dr. Milton Silva, Chairman of NIE's Multicultural Task Force.
5. Interaction on above NIE presentations.
6. Report of Chicano Projects funded by NIE, by Mr. Werksman
7. Lunch
8. Report by group on the remaining agenda of the symposium.
9. Small Group 1: Formation of Collegium of Scholars or R & D Center
10. Small Group 2: Curriculum and Linguistics.
11. Small Group 3: Socio cultural and Psychological Issues.
12. Small Group 4: NIE personnel, governance, and policy formation
13. Small Group 5: Technology and the Chicano Community.
14. Informal reception. (Small group meet again on Friday morning)

of participants meet during lunch and develop the agenda for the remainder of the symposium. The morning session closed after hearing Mr. Werksman's brief report on Chicano Projects funded for FY/73 and FY/74. The full report was duplicated for each of the participants and was received the following day.

Although the participants were prepared to receive a synopsis of and interact with the Palo Alto Document, in view of the fact that the author of that document was unable to participate until the following day, there were general comments made surrounding the document. The group decided to continue interaction with the Silva report. An abstract of the Palo Alto Document can be found in Appendix K.

The afternoon session was opened with a report from the small group charged with the development of the remaining agenda. The group proposed that the symposium break into the following small groups: (1) Formation of collegium of Scholars or R & D Center, (2) Curriculum and Linguistics Issues, (3) Socio-cultural and psychological issues, (4) NIE personnel, governance, and policy formation issues, and (5) Technology and the Chicano Community issues. The NIE staff present was asked to meet as a group to begin to identify areas where commitments could be made. The rest of the afternoon was spent in the five small groups. That evening an informal reception was held at the home of Dr. Henry J. Casso.

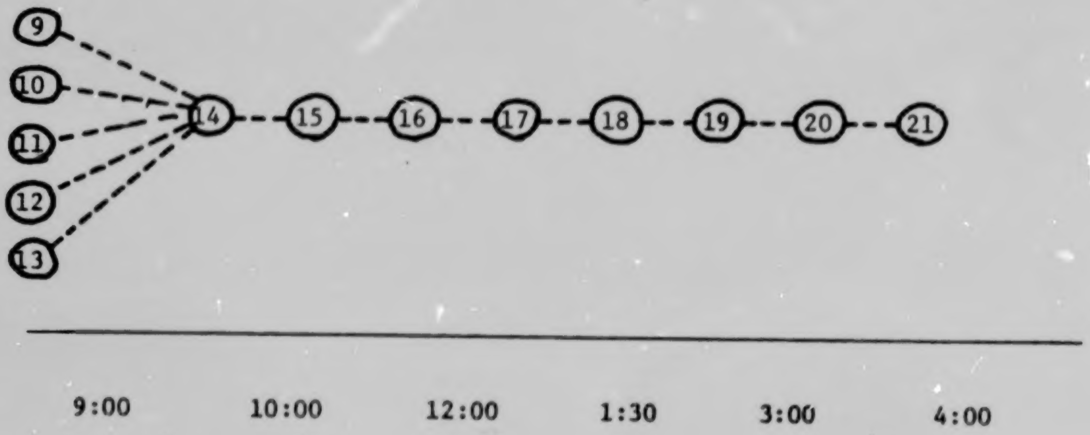
On Friday, July 26, the small groups met to finalize reports and formulate tentative recommendations to the participants. This was followed by the reporting back of the five small groups to the General Session. These reports took the form of: (1) a brief overview of the discussion of each group and (2) specific recommendations to the participants. Discussion followed on the five reports. It was agreed that a sixth small group should be formed to address itself to the vitally important issues of School Finance. After a summary of the recommendations by Dean Arciniega, the group broke for lunch.

The afternoon session began by having Dr. Silva and Mr. Werksman present responses to the recommendations made during the morning session. After reaction to their remarks, a brief caucus was called for by the participants. After reconvening, Mr. Fernando C de Baca, newly appointed Assistant to the President of the United States, directed a few remarks to the Symposium participants.* This was followed by the announcement of the formation of a new national organization named the Association of Mexican American Researchers (AMAR). Mr. Quevedo, as spokesman for this group, read the resolution found in Appendix C; and after closing remarks by Mr. Werksman and Dr. Casso, the Symposium adjourned.

*Official business fulfilling objectives of the Symposium was terminated.

Chart 3

Friday, July 26, Symposium Activity Flow



Activities

(Small groups continued from Thursday)

9. Small Group 1: Formation of Collegium of Scholars and R&D Center.
10. Small Group 2: Curriculum and Linguistics.
11. Small Group 3: Socio cultural and Psychological Issues.
12. Small Group 4: NIE Personnel, Governance and Policy Formation.
13. Small Group 5: Technology and the Chicano Community.
14. Small group reports, recommendations and discussion.
15. Lunch.
16. Response to participant recommendations, by NIE staff.
17 Caucus.
18. Remarks by Fernando C de Baca, Assistant to the President of the United States.
19. Administration of Evaluation Questionnaire.
20. Closing remarks by Mr. Werksman and Dr. Casso.
21. Announcement of formation of the Association of Mexican American Researchers and presentation of the resolution passed by group by Enrique Quevedo, President of Degwanawidah-Quetzacoatl University.

PRESENTATION BY DR. MILTON SILVA

Chairman, NIE Multicultural Task Force

With the creation of the National Institute of Education two years ago, to support the generation of new knowledge in the areas of learning and pedagogy through fundamental research, a Multicultural/Bilingual Task Force was included as one of its vital components. In spite of the proliferation of bilingual education programs, many funded by various federal government agencies, it is well-known that few, if any, are based on solid research findings. What NIE and the Task Force propose to do is to maximize the use of research technology so as to ascertain empirically what techniques, methodology, and approaches in the area of bilingual and multicultural education yield the highest possible results.

However, if research is necessary to increase basic knowledge about processes and conditions which affect human learning and education, the inclusion of minorities in seeking solutions to educational problems affecting their respective groups is mandatory. Because of the value orientation, minority personnel frequently view and define educational problems from a different perspective than the majority culture, middle-class researchers who have performed most of the research thus far. The credibility of research and of research results is viewed with increasing skepticism when the research is conceived and conducted with no significant minority participation. This is especially true when the research topic has a direct policy bearing on the education of minority individuals. NIE has "an equal opportunity to receive an education of high quality."

Attainment of that objective requires that intellectual resources of minority personnel be more fully utilized than in the past in defining educational problems and in seeking their solution. Persons who do not share the cultural values common to minority groups have a restricted ability to conceptualize problems uniquely affecting minority populations, and to develop workable solutions to such problems.

In spite of this, minority investigators have received less than one percent of the funds obligated by NIE in its first two years of operation. Less than three percent of the education studies published or reported are by minority investigators (Persell, 1971).

Let's look at some of the causes behind these results:

- Because of economic constraints, cultural value orientations, and limited employment opportunities, minority personnel have not traditionally obtained the type of academic training and research experience that are prerequisite for effectiveness in the current research milieu.
- Minority personnel who have obtained advanced graduate level training, in education or in other fields, have had little personal encouragement or other incentives to specialize in empirical research generally or in research related to education in particular.
- Institutions at which minority individuals in the past have traditionally obtained undergraduate training generally have a low priority on research, both in curricula and in the selection, time allocation, and rewarding of faculties.
- Sponsorship and communication networks through which potential graduate students traditionally move from undergraduate programs to research-oriented graduate programs and

into research positions are poorly developed for serving minority students.

NIE has expressed interest in remedying the situation and increasing minority participation in education research and development. Towards that end various alternatives are being considered in hope of alleviating the condition. The objectives would be to:

1. Increase awareness on the part of minority individuals of the need and opportunities for their preparation for and participation in educational R & D.
2. Provide incentives for minority individuals, at the student and professional levels, to develop and apply research expertise on problems of education.
3. Strengthen institutional capability for attracting and training personnel for research on problems especially relevant to equalizing opportunity for high-quality education.
4. Strengthen sponsorship and communication networks incorporating minority students into ongoing means of access to outstanding training and research centers and ultimately into productive employment in research organizations.
5. Increase incentives for managers of research and development projects and programs to provide minority personnel with job and socialization experience which strengthens their research commitment, productivity, and career advancement opportunities.

Four possible corrective programs under study are:

1. National Fellowship Competition

The fellowship program initiated in FY/74 could be renewed for one additional competition, with ten new students to be selected in FY/75. (NIE funded ten doctoral fellowships of $7500 through the American Sociological Association. Recipients included five Blacks, one Native American, one Puerto Rican, two Chicanos, and one Asian. The purpose of the program is to strengthen indigenous research on educational problems of racial and ethnic minorities). Thereafter, only the continuation costs will be funded for the three-year fellowships awarded in FY/74 and FY/75.

The fellowship approach is being used to inform the field of the need and opportunity for additional minority personnel in education R & D and to begin developing communication channels for identifying, encouraging, and placing outstanding students in high-quality advanced training. Fellowships will be replaced by other, more cost effective means of achieving these and additional objectives (i.e., short-term workshops, institutional training, and targeted research support).

2. Short-Term Workshops

In FY/75, six summer workshops could be organized to be conducted in 1975. These workshops in training and research in substantive priority areas of interest to minority groups would be conducted in locations of identified minority concentration throughout the nation. This program element would serve several purposes:

a. To identify minority personnel across the United States who have basic preparation for and interest in education R & D, but who are involved peripherally, if at all, in such activity;

b. To provide opportunities for updating the research skills of such personnel;

c. To develop linkages between such personnel and the centers which are sponsoring the workshops; and

d. To encourage them in a dialogue designed to focus their capability on priority substantive problems.

Competitions for $30,000 to $35,000 workshops would be announced by November 1 for one year,with awards to be made by March 1 of the following year. Funds would be used for program development, recruitment, staff and visiting lecture costs, travel and subsistence for participants, and other operational costs. Criteria for selection will include evidence of recipients' commitment to research on education problems affecting minorities in particular, strength of minority involvement in the designing and operation of the proposed program, and relation of the proposed project to overall NIE program plans. The competition is expected to produce an array of proposed activities incorporating major interests of each of the relevant racial and ethnic minority groups.

3. Institutional Training and Research Grants

Five-year awards would be made for six training and research centers. Competition for these awards will be open, thus allowing for competition from other institutions, besides those sponsoring the summer workshops. Proposals will include both a training and a research component, with selection criteria based on the quality of each.

4. Targeted Research Support

The inclusion of this program is a means of clearly identifying a major source of R & D funding on problems of special interest to minority groups, and to minority research personnel. Targeted research projects will provide another source of graduate research assistantships to support training and experience for additional minority personnel. Ultimately, the availability of research support - both targeted and untargeted - is expected to provide the primary impetus to attract sufficient numbers of minority personnel to education R & D.

Budget:

As you may have heard, NIE's final budget for FY/75 is undetermined at present. Of the $134 million requested, the House approved an appropriation bill for only $80 million. However, the commitment base for the Institute is in the vicinity of $90 million. Should that be the final funding level then, it will necessitate that the available monies be used to complete commitment base activities. Any new projects funds must be by either eliminating or reducing funds for projects in the commitment base.

The news for the Multicultural Task Force is slightly more optimistic, although uncertain as well. In addition to monies to cover our $3 million obligation, an initial $1 million base line to fund new projects has been requested of NIE for FY/75. This request became academic in view of the reduction. Yet there is an additional budget request still pending before Congress for bilingual education programs. If this $4.5 million supplemental appropriation proposed by the administration is approved by Congress for FY/75, we foresee it being distributed as follows:

$1,000,000 for Linguistic Research

$1,750,000 for Test Bias and Construction of New Tests

$1,750,000 for Instructional Research

Whenever possible, preference will be given to "smaller" researchers (in contrast to Centers, Labs or Universities) or community research groups investigating problems of special interest to minority groups and to minority research personnel.

Particularly in view of our present budgetary constraints, it has become extremely important that we obtain community input in order that we might make realistic reconsiderations of our research agenda, hopefully resulting in a more prudent and wise allocation of funds. This is what makes meeting with you so important to us.

NIE Associate for Bilingual Education Research

The Multicultural Task Force is currently recruiting for an Associate for Bilingual Education Research. The salary is negotiable. It is an expected position with an initial appointment of three years at the end of which time a new contract will be mutually reconsidered. We are interested in someone knowledgeable in this area and in research methodology. Vitaes are being collected and inquiries as to interest made over the phone. Obviously, we prefer not mentioning the names of those under consideration.

Summary of Report By Mr. Richard Werksman of Chicano Funded Projects

Mr. Werksman presented a document which listed all minority projects funded in 1973 and 1974. Below is a summary of Mr. Werksman's remarks as no text was made available, as they relate to Chicano funded projects.

Few awards were made nationally in FY/73. Twenty-two proposals, which related to the Chicano, were submitted. Of these, two (2) were funded, one to Dr. Rudolfo Serrano of UNM and the other to Dr. Tomas Arciniega of the University of California at San Diego. In FY/74, 31 prospectuses were submitted. Four of these individuals were invited to submit full proposals. Two (2) awards were made, one to Dr. Alfredo Casteneda and the other to Dr. Manuel Carlos. Twenty unsolicited proposals were also submitted.

In FY/73 and FY/74 fifty-one (51) minority proposals were funded with four (4) of these going to Chicanos.*

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*Full report of Richard Werksman in Appendix.

Part 2
Section 4.b.

Small Group Reports With Recommendations

The following reports were presented by the five small groups on Friday morning.

GROUP I COLLEGIUM OF SCHOLARS/THINK TANK AND RESEARCH DEVELOPMENT CENTER

Moderator: Dr. Willie Sanchez

Recorder: Juan Trujillo

Group Participants:

NAME	INSTITUTION
Mr. Lorenzo Gonzales	University of New Mexico
Dr. Ignacio Cordova	University of New Mexico
Mr. Joseph Garcia	University of New Mexico
Mr. Jesus V. Rodriguez	University of New Mexico
Mr. Francis Quintana	New Mexico Highlands University
Dr. Henry J. Casso	Task Force
Mr. Hank Quevedo	D-Q University
Dr. Jose A. Cardenas	National Education Task Force
Dr. Juan Aragon	University of New Mexico
Dr. Thomas A. Arciniega	San Diego State University
Dr. Willie Sanchez	New Mexico Highlands University
Dr. Sigfredo Maestas	New Mexico Highlands University
Dr. David Ballesteros	Sacramento State University
Dr. Simon Gonzales	U.C.L.A.
Mr. Juan Trujillo	New Mexico Highlands University

Introduction

In view of all that we Chicano Educators have experienced with Federal intervention monies in a Higher Education, we conclude that:

1. Federal programs have had minimum success relative to program objectives.
2. For whatever federal policies mandated from program operations, the outstanding contribution has been a network of communications among Chicano education.

3. Intervention into ongoing institutional behavior requires long run support and protection from conservative, reactionary forces.

The following recommendation reflects a collective commitment of Chicano Educators concerned with educational research, to have institutional behaviors effected as in the commitment to fund a Chicano research institution as well as a vehicle for collection and dissemination of Chicano-related educational research data to the educational establishment.

Sense of the Group

As the task group moved on to its assigned task it became apparent that there was general agreement concerning the importance of Chicano Educators establishing a "high status" research collegium of Chicano scholars to investigate "the state of the Art " in Chicano education. The feeling was that educational research in regard to the Chicano community should be conceptualized and implemented by competent Chicano researchers. More specifically the group's feeling may be described as follows:

1. It is indispensable to our community and its needs that we conceptualize these entities to be funded by NIE or other agencies.
2. That NIE cannot afford not to recognize our community and its educational needs.
3. That these two research entities constitute pure and applied research, hence a viable first step to the

process of self-determination in regard to resolution of education problems of our people.

Recommendation to NIE

Generally, we recommend that the National Institute of Education underwrite a Chicano research "Think Tank" with the intent to provide direction to the education establishment in regard to Chicano educational alternatives. Further, this collegium would be provided the independence to study the multitude of education institutional issues with the intent to lead inquiry in such areas as organizational changes necessary in order that institutions adjust to those prior identified needs. The proposed "think tank" would follow an organizational format similar to those influential study endeavors supported by professional associations and foundations. In essence, the purpose of such endeavors would be to establish an encyclopedia of issues, problems, and needs relative to Chicano education. The issue identification would then lead the group of scholars to conceptualize the machinery, expertise, and manpower required to research, design, and implement instruction that strike at problem areas. It should be continually emphasized that the collegium of scholars would be autonomous and regenerative in nature-in that issues, problems, and needs identified should not be viewed as an end in themselves, but rather they should activate more specific and in-depth pure and applied research. With such documented data, we eventually will arrive at a research and development function commonly referred to as a R & D Center.

In reference to an R & D Center our task group agreed that such an endeavor would provide the framework for applied research design and field testing instructional aspects. Process and product orientation would then have high priority to the problem-resolution function of a proposed center. Concurrently our group emphasized the need to safeguard against the tendency of most development centers whereby they tend to develop a defense complex rather than establishing an adaptive subsystem within for regenerative purposes. Such operations invest vast amounts of energy reacting to their competitive environment. Please refer to Chart 4 below.

Chart 4

MATRIX OF ACTIVITY

	Concept	Strategies
COLLEGIUM OF SCHOLARS/THINK TANK	1. Need to develop major spokesmen for our community 2. Collegium needed to produce the encyclopedia of issues, problems and needs 3. Need to cogitate and initiate - freedom from preoccupation, etc. Reaction vs. initiation 4. Emphasis on expertise as insight - Collective and individual maturity - We are not surviving 5. Need for Assessing the state of the arts. 6. New Models	1. Regenerative - we cannot identify all issues, needs, problems, etc in one year - continuing, evolving and regenerating needs a. Incomplete-always new needs b. Open ends c. Interdisciplinary-synergy d. Collective maturity Long-run concept 2. Pure as well as applied research 3. TT vs. Center a. Collegium as a viable first step b. Center ---- Collegium 4. Not to specific - take advantage of at least 7 types of poetic, ambiguity 5. Probably seek long-term finding
R & D CENTER	1. R & D Center to provide a framework for research designs and implementation 2. Role and function of center 3. Quevedo objective as examples-probably to go later	1. Theoretical & applied functions 2. Process and Product oriented 3. Process and Product Effects 4. Inter-disciplinary 5. Defense complex, regenerative
PROGRAMMATIC MODEL	1. Inventory of what is available 2. Taking stock of alternative systems 3. Compared w/various existing centers	1. Give direction to other federal projects i.e. Title VII, etc. 2. Need resource allocation procedures 3. Functions - Arciniegas Matrix 4. New Model----modeled after not fashioned on existing models. Please see attachment C.

Thus, it was agreed that we would propose to the general body and NIE a development approach where a collegium would initiate research activities and a fully operational R & D Center would be realized later. The two entities would have a symbiotic relationship whereby pure and applied research, information network maintenance, and community participation would be realized.

Summary: Development Staging for Collegium and R & D Center

1	2	3	4
TT identified and support provided	A. Encyclopedia B. TT Regeneration	Design and Field Test Center	Implement R & D with Autonomous TT of experts

CHART 6

Matrix for Classifying Development Efforts in the
Area of the Education for Cultural Pluralism

	Collection of Basic Information and Data	Basic Research: Development of Relevant Theories	Development of Bicultural Education Program Products	Develop Viable Operation Systems	Develop Instructional Packages
Early Childhood and Primary Education					
Intermediate and Secondary Education					
Community College and University Education					
Alternatives to Formal Education					

Matrix for Classifying Development Efforts in the
Area of the Education for Cultural Pluralism

Adapted from
Tomas Arciniega "Chicano Education and
the National Institute of Education"
Report No. C109

GROUP II. CURRICULUM AND LINGUISTICS

Moderators: Dr. Dolores Gonzales
Dr. Severo Gomez

Recorder: Thomasina Hannum

Group Participants:

NAME	INSTITUTION
Dr. Severo Gomez	Texas State Dept. of Education
Dr. Manuel Reyes Mazon	University of Calif., San Diego
Dr. Luis Casaus	Arizona State University
Dr. Roberto Segura	University of Calif., Sacramento
Dr. Cecilio Orozco	New Mexico Highlands University
Domingo Dominguez	New Mexico Highlands University
John Pacheco	New Mexico Highlands University
Ruby Salazar	Ford Foundation Fellow
Ricardo Salazar	New Mexico Highlands University
Dr. Carter Collins	NIE

Sense of Group

Dolores Gonzales opened the meeting by suggesting that the purpose of the meeting was to make recommendations for research in the fields of Curriculum and Linguistics that NIE might approve.

Reyes Mazon said that it is necessary to identify a body of knowledge that is essential and try to direct efforts in research to the acquisition of that knowledge. This is preferable to having "experts" decide on research fields and work just to prove their points and not to add to any great body of knowledge.

Carter Collins stated that NIE categories for research are not fixed. They are in a state of flux and relying on input. The Multicultural Task Force has not yet launched a program. Dr. Collins also said that he was more in favor of a directions approach to research - that is, a particular direction, theme, or topic would be decided upon and research would be aimed at that approach rather than having competition between several groups and interests which produces split efforts.

Severo Gomez asked about the meaning of multicultural - whether it meant dealing with more than two groups.

Carter Collins said that the term was based on two projects inherited from the Office of Education dealing with bilingual and bicultural education programs. The term was originally meant to refer to broad cultural groups, and NIE was trying to get into a pluralistic type of education system. This multicultural thrust has been lost, however, and now there is a move to a system more rigidly fixed on ethnic groups.

The discussion turned to the notion of teacher training and what was needed to prepare teachers to deal with linguistically and culturally different children. Reyes Mazon spoke of the need for development of attitudes and for a background that is multidisciplinary. The prospective teacher must have the opportunity to study the life styles and the uniqueness of his or her students through the anthropological, sociological, psychological, aesthetic, linguistic, and historical perspectives. The teacher trainee should visit the homes of the children to try to understand how they live. Through this type of training, the prospective teacher can be helped to develop a philosophy of teaching strategies - for example, how to cope with the teaching situation and how to organize for individual instruction. Dolores Gonzales added that the development of positive attitudes in teachers is crucial because the teacher is still the key in the classroom. She said that not much is being done with that yet - and that the available interdisciplinary resources are not being utilized. It is also important to consider the cognitive development of the minority child especially since it is not now being done. Most teaching is directed toward socialization.

Cecilio Orozco said that Chicanos should be included in setting priorities for research. They would then need technical aid in writing proposals that are acceptable and follow the guidelines. Reyes Mazon also pointed out that NIE was looking to the National Education Task Force De La Raza for help in setting the priorities.

Roberto Segura asked what made these proposals unacceptable. Carter Collins explained the criteria used by the screening committees, indicating that it was difficult to be completely consistent in selection because there were so many people working in the screening process.

Severo Gomez spoke of the need to research the processes of bilingual education.

Domingo Dominguez asked about funding for a theoretical model or plan for research in the areas of Curriculum and Instruction and Linguistics for the Chicano. This would be done to prevent duplication of effort among the researchers.

Preliminary Recommendations for Research

1. How do we evaluate the oral language capabilities of children?
2. Who makes a better bilingual teacher - the one trained in undergraduate work in bilingual education or the experienced classroom teacher trained with in-service projects?
3. An in-depth look at target populations and sociolinguistic mapping of those populations.
4. The development and implementation of a delivery system to provide information that can be used in teacher training and for the benefit of children.

5. The establishment of a well developed and well-designed R & D Center which would coordinate and guide research efforts in the Chicano community.
6. The development of a theoretical model for research in Curriculum and Instruction and Linguistics. This can be done by the Consortium approach at the university level with institutions submitting a large proposal. The group would be responsible for the kind of research and how it would be developed and implemented. NIE would have nothing to say about the how of the project. This would be a way to coordinate ideas and experiences and to implement research.
7. There should be no research oriented towards the deficiency model approach to education.
8. Research should not be conducted alone. The linguists, sociologists, and psychologists have to work together in interdisciplinary efforts.

Final Recommendations Adopted by the Group on July 26.

1. Chicanos want more imput into setting priorities for research.
2. The establishment of a Research and Development Center.

   The Center would be specifically designed to conduct research and development in multicultural education, addressing itself to the Mexican-American with a network of satellites for the purpose of field testing and disseminating results. The Center should be university based with the universities being selected only upon demonstrated capability and commitment by contributing faculty time, facilities, and whatever other university resources seem feasible.

Specific areas of treatment should be:

A. A philosophy of education which forms the basis for the preparation of teachers and will enable teachers to achieve competence in viewing culture from a multidisciplinary perspective. The purpose of this would be to provide teachers with a theoretical framework for discerning and understanding the living and learning styles of their pupils. Included should be the anthropological, sociological, psychological, linguistic, aesthetic, and historical perspectives.

B. Socio-cultural awareness. This area would enable the teacher to apply the knowledge of culture acquired into the philosophy. It should be field based and should provide candidates with the opportunity to observe and participate in the home and community life of the children. Research in the area would deal with home and community influences on the learning styles of the Chicano.

C. Language as a special dimension
   1) the role of language as a transmittal of a child's culture with emphasis on oral language
   2) the role of language as a vehicle of communication
   3) placing value on language differences and how language varies for different people, as opposed to the "language deficient" view
   4) oral language assessment techniques as a diagnostic tool in the education of children

5) language development - how to maintain and develop two languages
6) nature of language - i.e. structure
7) bilingualism as a positive force in the education of all children

D. Teaching strategies - how can knowledge and skills gained in A through C above translate into specific classroom strategies and activities?

1) how do bilingual/bicultural influences affect and differentiate learning styles?
2) how does knowledge of home and community life of children affect learning behaviors and styles?
3) individualized instruction
4) how to establish realistic performance criteria in a bilingual/cross-cultural setting
5) how to devise criterion reference tests to evaluate students progress
6) relevant strategies for Language Arts, Science, Social Studies, etc.
7) development of relevant materials

3. An alternative to the R & D Center would be a consortium approach to research, possibly housed in an institution of higher learning.

4. Research into Teacher Training and Learning

A. Study of the processes of bilingual education

1) methods
2) techniques
3) materials
4) innovative approaches

B. Action based research

C. Multidisciplinary approach in research for integrating areas that are now fragmented

D. Multicultural education as a feasible education for all children

E. No deficit model approach to research

GROUP III. PSYCHOLOGICAL, SOCIO-CULTURAL

Moderators: Dr. Ernest Bernal
Dr. Arlene Sutton

Recorder: Viola Sierra

Group Participants:

NAME	INSTITUTION
Dr. Jose Ulibarri	Multilingual Assessment Project
Dr. Josue Gonzales	Chicano State University
Antonia Mendoza	University of Calif., Sacramento
Alfredo Merino	University of Calif., San Diego
Dr. Roberto Cruz	Bay Area Bilingual Education League
Dr. Milton Silva	NIE
Rudy Rodriguez	University of New Mexico
Fred Cordova	University of New Mexico

Sense of Group

Regarding: Palo Alto Document. We must avoid slurs; they can be destructive. We can still refer to the report to make a point, but we should see it more as a global research with certain limitations, and accept it as a part of the total package.

Regarding: Chicanos and research

1. We must dispel the notion that research done by Chicanos is less scholarly, less objective but more involved, more effective. We must establish research paradigms with Chicano perspectives. Very often, the Chicano researcher and/or educator has a much broader point of view and a much better idea of

which research questions are more important because he has not limited or partitioned himself off, as has the Anglo educator. He, therefore, detects a broader spectrum.

2. We must determine our own priorities in terms of the research that needs to be done. We must not let NIE determine what we should do. It seems that we're always reacting instead of resolving. Moreover, it seems that NIE has a history of designating research grants that are based on the deficiency model.

Regarding: State of the Art. It is important to consider the state of the art. We must bring in a variety of Chicanos to assess where we are in terms of American public education as it relates to the Mexican American community. There is a need to push for continued research on the research that has been done on the Chicano with an interpretation of the implications that this has for the Chicano child. A compendium of available research can be made up so as to present duplication of efforts, and to identify what areas still need to be researched. In effect, then, such a compendium would not only identify what has been done but would also generate new research.

Regarding: Philosophy of Bilingual Education. A concordant philosophy of education should be formulated to serve several purposes:

1. To provide a frame of reference for the type of research that needs to be done, and
2. Also to be used to encourage research based on indigent ideas; e.g., attitudes on learning of English.

Regarding: Assessment. There is a need to develop alternative strategies of assessment. Up to now, traditional types of assessment have been used in assessing Chicanos with the consequences that we have evidenced, and on which the Chicano generally performs badly.

In terms of assessment we also need to look at both ends of the continium from EMR---Gifted. To enumerate, there are three things that must be done in this area.

1. Look at current instruments
2. Develop new and better instruments
3. Determine implications of current instruments and the development of instruments for the Chicano.

Regarding: Goals. Are we trying to secure funding for projects that have immediate impact? Are we interested in a long range development of programs?

We must identify immediate research needs and long-term research needs.

Recommendations

1. Define clearly a philosophy of bilingual education for which there is a general consensus by Chicanos.
2. Develop a Research Compendium which includes all available research on Chicanos.
3. Develop realistic assessment instruments.
4. Determine priorities from our own perspective, not that of NIE.
5. Develop a Chicano ERIC clearing house.

GROUP IV POLICY, GOVERNANCE AND PERSONNEL

Moderators: Dr. Blandina Cardenas
Steve Arviso

Recorder: Dr. David Conde

Group Participants:

NAME	INSTITUTION
Dr. Patricio G. Quintana	New Mexico State University
Dr. Simon Gonzalez	U.C.L.A.
Dr. Blandina Cardenas	U.S. Senate
Mr. Steven F. Arviso	Stanford University
Dr. Jose A. Perea	Community College of Denver
Dr. Salomon Flores	Chicago State University
Dr. Sigfredo Maestas	New Mexico Highlands University
Mr. Elais Padilla	NIE
Dr. David Conde	New Mexico Highlands University
Dr. Gullermio Lux	New Mexico Highlands University
Ms. Teresa Salazar	National Assessment

Sense of Group

The group was charged with the following:

What kind of in-house staffing is needed with regard to permanent employees in NIE? What kinds of scholars in residence are needed - procedures and criteria for selection? How can we amplify input and influence on policy-making entities including the National Council on Educational Research? What kind of recommendations are needed concerning short-term personnel including consultants, review panelists, etc.?

We are going forward and becoming involved in the policy and operation of NIE despite the barriers posed by the NIE structure, personnel selection, etc. If no vacancies exist, new ones should be created.

1. Move that: This body support the candidacy of Thomas Arciniega to the Council.
2. Move that: A committee be established to advise and support our advocate agencies in Washington, D.C., with information

and finances purposing congressional and White House support and influence on agencies needs such as NIE.

Example: Increasing high staff positions - Associate Director of Office of Programs.

3. Move that: The National Council establish a high priority policy with regard to requests for proposals (RFP) which assures dissemination to Chicano research community with adequate time and assistance (information and technical) for response.

   Example: Utilize Chicano personnel in NIE and their mailing lists.

   Example: Technical assistance - to receive approval.

4. Move that: The National Council mandate the establishment of a system for consideration and review of proposals with Chicano input and active participation in review, consideration, and follow-up.

5. Move that: As a community of scholars, Chicano researchers assembled here assure the identification and involvement of population of interest be written in the NIE legislation for the next year.

6. Move that: A research effort be funded for the purpose of identifying Chicano Ph.D. candidates and neophyte academians with the purpose of long-range recruitment and research effort of NIE.

7. Move that: The Executive Committee of the Task Force address itself to the role of this organization in establishing a network for dissemination of information and support of the ideas

and petitions generated by this conference.

Left open was the criteria for scholars and scholaresses in residence.

GROUP V. TECHNOLOGY AND THE CHICANO COMMUNITY

Moderator: Dr. Luis Bransford

Recorder: Martha Urioste

Group Participants:

NAME	INSTITUTION
Dr. Rene Cardenas	BCTV
Mr. Antonio Esquibel	National Education Task Force
Mr. Richard Werksman	NIE
Ms. Martha Urioste	National Education Task Force
Dr. Luis Bransford	Arizona State University

Sense of Group

Apparently, because of our limited attendance, our first concern must necessarily be to create an awareness for the importance and influence of technology in bringing about the desired changes recommended in other groups.

Therefore, a necessary first component in the use of technology in our community is to create ongoing awareness programs on the application of the effective utilization and influence of technology - not just T.V. or content but rather all of the most recent innovations in the forefront (Satellite). The time is ripe for expansion in this area. Technology is here to stay. Either we are going to become involved in this area or others will do it for us. We must gain control of this most powerful tool for change.

We are not becoming overly concerned with utilizing traditional approaches of evaluation of the media. We do not have the time to engage in statistical exercise utilizing the ANOVA. We know that the media has tremendous impact. Therefore, let us be concerned with the proper use of technology. If we must evaluate, let us evaluate the technology, then the results of the knowledge presented and received.

Recommendations

Knowing that we have limited funds in order to maximize the federal dollar, we recommend that:

1. NIE establish a cooperative effort with other agencies to combine the technological component that is the delivery system with other identifiable Chicano oriented programs. Ex.: Title VII - Bilingual Ed - and that technology covers the entire arena as it relates to the Chicano concerns.
2. Development of a plan which must outline how technology will be used to promote Chicano programs - as well as to incorporate the creative use of the media, audience interaction, with a two way capability of communicating.
3. There must be Chicano input with NIE - Task Force in planning and implementation of the above recommentations.
4. It is strongly recommended by our group that we project into the future, that each of us take it upon ourselves to become knowledgeable in the powerful, influential use of technology.

GROUP VI. PUBLIC SCHOOL FINANCE

Statement by Dr. Jose Cardenas

Many states are not providing the funds necessary to provide for the special needs of atypical populations. In Texas many children receive from $328 per student to a state high of $7,332 per pupil. Similar types of inequities exist in California, Colorado, and Arizona and there are many loopholes in New Mexico legislation.

At a meeting of educators in Atlanta - a national conference of educators - I was the only Spanish speaker. At a similar symposium in Silver Springs, sponsored by USOE where much of the educational funding was being decided, out of 600 present, I was the only Spanish speaker there. It is imperative, in addressing ourselves to research, to find the "rip offs" in public educational finance, that we are present when the groundwork is being discussed.

The fact that NIE has turned down three consecutive proposals which I have submitted this year is lamentable, particularly when the Ford Foundation, in reviewing some of the work being done, said it was the finest utilization of funds they had ever seen. Conversely, because of "technicalities", they were rejected by the NIE.

There are almost no Mexican Americans involved in the identifications of inequities in state systems nor in the development of alternative models for in-house finance.

It will be impossible to implement new programs for Mexican American children without adequate fiscal resources through equitable state programs in school finance.

Part 2

Section 5

Responses to Recommendations of Small Groups

Reaction and Commitments

By Dr. Milton Silva, NIE

Because some of the recommendations to NIE go behond the scope of our Multicultural Task Force, they will be dealt with by Dick Werksman. We are working together in trying to meet the demands of the group. There will be Chicano representation in the hiring of the Bilingual Director and whenever the need arises for the above I can make certain that the Task Force De La Raza knows about it so that you have knowledge of the people we intend to bring aboard.

NIE planning process calls for package plans. No package will move out until The National Education Task Force De La Raza has an opportunity to comment on it. This is particularly true in the fact that the National Council on Research (NCR) must comment on all packages. Every year there are five openings in the Council. You can count on my support to try and insure that at least one of the new council will be a Spanish speaker. If it is true that any proposal having to do with the multicultural groups will be handled by the Multicultural Task Force, I will guarantee that there will not be one proposal funded which involves the deficit model.

I will always be thinking "Spanish speaking".

The National Education Task Force De La Raza will be called upon by the Multicultural Task Force to help in considering things like reviewing proposals and developing proposals.

Hiring: The person who will be hired for the Bilingual Education position will be completely satisfactory to the National Education Task Force De La Raza. There is a policy within the Institute that there is to be no advisory committees.

I will commit myself to try and get NIE to reconsider this position and push for the formation of such a body. The agreement will be mutually satisfactory. When time comes for dissemination (and this is a safeguard), my office will be called upon to make recommendations; and I will have the National Education Task Force De La Raza assist with dissemination.

Reaction and Commitment

By Mr. Richard Werksman

Before I forget, I want to open with a personal statement of gratitude to the people who are here for having come to the conference. At the same time I would like to make a distinction between the National Education Task Force De La Raza and the Chicano community. We are indebted to the National Education Task Force De La Raza for having set up the meeting and for others for having attended. NIE deals with all organizations and all individuals. I find the work "commitments" used incorrectly but will use it. You have my commitment: In addition to what Milt said there is currently a review being made of the ERIC system. NIE has the responsibility for dissemination, and we are reviewing what ought to be done with ERIC. Everyone believes there ought to be a separate clearing house for ERIC; but when I go back, I will find out which Chicano employee or consultant is working on that problem and I will get back to the Task Force on whether or not there ought to be a separate clearing house. For dissemination to be effective, you have to work with the disseminee.

There is currently being circulated within NIE as an internal working document, a paper on participation of minorities in research. There were at least five Chicanos who had input into this document which sets forth a plan for Chicanos in NIE. (These numbers were challenged.)* It has been distributed to the Equal Education Opportunity Committee.

I will support Milt's efforts to block any funding which supports the deficit model.

I will make sure that the Task Force is placed on every appropriate mailing list to comment on and participate in NIE's activities.

I will review current NIE RFP lists to see what they reflect on Chicano lists and consider any firms that submit their recommendations to me. I accept, together with Milton, responsibility for any follow-up to this conference. I would like to take the opportunity to point out what a very accurate job Tom Arciniega did in explaining the situation NIE employees here find themselves in - in relation to the requests made for high-dollar, long-term funding. I think I ought to share with you the action of the American President . . .

Recommend to everyone that the $4.5 million being requested by the administration for bilingual education be fortified by everyone who has any influence.

Dr. Rupert Trujillo - Question: Are we talking about what happens if we get additional money?

Answer: As things stand now, the commitment base precludes any commitment; and there is a plan to free money in this area. There will be a plan to free money through the Institute. One further comment:

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*Author's note

there were a number of needs expressed this morning in concern with documents which do not now exist without which, I believe you are saying, effective research is extremely difficult. We are interested in discussing further the possibilities of gathering some of those documents funded in the event money is freed.

In hope of incorporating recommendations into what will become the Multicultural Agenda, it is now curcial we get input as to what priorities are so that we can establish our criteria. We would like to merge them.

Dr. Rupert Trujillo - Question: How do you propose to go about money? Who is involved in the NIE staff, how do you propose to go about it?

Answer: It is across the board at NIE. It will probably be mostly an in-house determination based on the sensitivity of the people who are going to be cut into. It is across the agency making every office now responsible for those commitments on how much can be freed.

Dr. Jose Cardenas - Question: Very frequently, when we address ourselves to these problems, we hear "you are going to have to help us find the funds," then you make statements that there is $75 Million. If that is true, I think perhaps 30 should be going to the education of the Spanish speakers in this country. We want to get into the basic NIE staffing, program planning activities, and expenditure of funds.

Answer: I would not mention the Spanish-speaking program going on at NIE right now.

Dr. Ernest Bernal - The problem is that we do not have a Chicano that can go directly to the Director. I recommend that there is a line person (Spanish speaking) within NIE who answers to the Director.

Alex Mercure - It is important to put Chicanos in the allocative roles. This is not just for Chicanos but for everyone who needs this sort of assistance.

Dr. Ernest Bernal - It does not need to go just through the multicultural area.

Answer: The Puerto Rican people in that package makes the same point -- that documentation is under the same consideration at NIE.

Dr. Simon Gonzales - I believe it has been established that we have serious reservations about that conference expressing inadequately our research needs. I would therefore like to suggest that it be titled: "Observations Concerning Chicano-Related Research Needs in Related Disciplines." It would then not be confused with the direction this conference took.

Dr. Jose Gonzales - The Montana Education Project of $20 Million, or 20,000 per family, is a career education program inherited from the Office of Education if the Wall Street Journal article is correct. I would be very much surprised if that project is cut.

Answer: Yes the article is correct.

Dr. Jose Cardenas - Can we not expect that every time you try to do that you are going to run into severe political problems?

Hank Quevedo - Suggestion of terminating

Dr. Rupert Trujillo - Since the decision was made yesterday on cutting down, perhaps it is a little too early to ask, but what procedures will be used to decide who gets cut? In NIE, as all other organizations, the last people to be hired are minorities so I am afraid they will be cut.

Answer: All I know so far is what I have heard on TV. I think it would be interesting to analyze how many out of those 40,000 will be people who retired. Short of commitments that have been made, they will not fill those positions.

Dr. Rupert Trujillo - Let us assume the decision reads that NIE has to cut five people. What cirteria would be used?

Answer: I don't know - I just don't think it would be fair to say there will be any more discrimination in firing than hiring.

Dr. Juan Aragon's Summary of NIE's response to what was presented this morning is:

Chicano representation - Every effort will be made to include Chicano representatives in via the National Education Task Force de la Raza.

Program planning - the Multicultural Task Force will have involvement from the Task Force.

Personnel commitments - to support at least one Council member who will be Spanish-speaking.

No funding of deficit models will be supported. The Task Force direction will be sought. Head of the bilingual program will be acceptable to the Task Force.

Personal commitment to review minorities in research.

Task Force will be on the mailing list and distribution lists will be reviewed. In addition, if NIE decides to develop some of the papers it needs in terms of needs identification, NIE will consider buying those documents from a group such as this.

Conclusions - Statement made with respect to nonfunding - Milt's commitment should be limited to his area of responsibility. It is not if the ERIC system is reassessed, the ERIC system is to be reassessed.

Possibly we have the wrong people here. We thought there would be people here who could make commitments. What I really see in terms of commitments is that you are now willing to live up to the commitments in the charter of the NIE. You are saying you will see to it that the committee will live up to what is required by law. The only person more embarrassed than you having to say that was me trying to listen to it!

There seemed to have been a basic misunderstanding of the purpose of the meeting in that it was believed NIE had asked to be prepared to make commitments.

We will probably accept your definition of what the meeting was to be. The meeting was called to explore and identify areas of research for the Mexican American and the Chicano of this country. This was to be accomplished by gathering some of the finest brains in the country.

Analysis of Evaluation Questionnaire

The Evaluation Questionnaire, found in Appendix G, was administered during the final session on Friday afternoon. Forty eight (48) participants were in the session at this time and thirty two (32) returned the questionnaire for a 66% return. The returned questionnaires were coded, the data was keypunched on IBM cards, and a frequency count was obtained by executing a SPSS run on the computer at the University of New Mexico's computer center.

EVALUATION QUESTIONNAIRE OF THE

NIE/NATIONAL EDUCATION TASK FORCE DE LA RAZA SYMPOSIUM

Table 1

A. Sex: _______M

_______F

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	1	3.1
MALE	1.00	27	84.4
FEMALE	2.00	4	12.5
TOTAL		32	100.0

Analysis of Results

The intent of this item was to determine the percentage of male and female participants at the Symposium. Of the total (32) respondents 1 or 3.1% did not respond to this item. Of those responding 27 or 84.4% were male and 4 or 12.5% were female. If these percentages are compared with those obtained by examining the list of participants in Appendix C where nine females are listed, these percentages change only slightly to 85.5% male and 14.5% females.

Suggestion for Further Analysis and/or Future Research

It would be interesting to learn if these percentages exist among other ethnic groups. It would also be interesting to learn if significant differences exist in how the males and females responded to the other seventeen items concerning the symposium.

Table 2

B. Position:

VALUE LABLE	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
OTHER	0.0	3	9.4
PRES	1.00	3	9.4
DEAN	2.00	2	6.3
DEPT HEAD	3.00	2	6.3
PROF	4.00	2	6.3
PROJ DIRECTOR	5.00	7	21.9
ASSOC PROF	6.00	3	9.4
ASSIST PROF	7.00	5	15.6
GRAD STUDENT	9.00	5	15.6
TOTAL		32	100.0

The intent of this item was to secure information from the respondents concerning their position or employment status. Of the total (32) respondents, all or 100% responded to this item. The position most represented was project director, with 7 or 21.9% participants marking this blank. This was followed by 5 or 15.5% assistant professors, 5 or 15.6% graduate students, 3 or 9.4% associate professors, 3 or 9.4% presidents, 3 or 9.4% others, 2 or 6.3% deans, 2 or 6.3% department heads, and 2 or 6.3% full professors.

Suggestion for Further Analysis and/or Study

It would be interesting to learn if any significant differences exist for each item among the eight positions. Of special interest would be if a basic difference exists among administrators, professors, and graduate students on any of the eighteen items concerning the symposium.

Table 3

C. Level of participation in educational research:

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	1	3.1
ELEM	1.00	6	18.8
SEC SCH	3.00	1	3.1
DIST LEVEL	4.00	2	6.3
COLLEGE OR UNIV	5.00	16	50.0
COMM	6.00	1	3.1
FEDERAL	8.00	3	9.4
OTHER	9.00	2	6.3
TOTAL		32	100.0

The intent of this item was to determine the participant's level of participation in educational research. Of the (32) respondents 1 or 3.1% did not respond to this item. Of those responding 16 or 50% were engaged in research at the college or university level; this represents a high level of participation. The second highest number of respondents, 6 or 18.8%, indicated they participated in research at the elementary education level. The third highest level of participation was at the federal level at 3 or 9.4%.

The remaining respondents indicated their level of participation as follows: district level and other 2 or 6.3% each; secondary school and community, 1 or 3.1% each.

Suggestion for Further Analysis and/or Research

It would be of interest to learn if significant differences exist among the respondents from the various levels of participation in research in terms of their responses to the eight items concerning the symposium.

Table 4

D. Type of Research engaged in:

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	4	12.5
APPLIED	1.00	18	56.3
BASIC	2.00	2	6.3
BOTH	3.00	8	25.0
TOTAL		32	100.0

The intent of this item was to determine the type of research the respondent was engaged in. Of the total respondents 4 or 12.5% did not respond to this item, indicating they were not engaged in research. Eighteen or 56.3% of the respondents indicated that they were engaged in applied research and 8 or 25.0% indicated that they were involved in both applied and basic, while only 2 or 6.3% indicated that they were involved in basic research only. If the respondents which responded to applied research and those which responded to both are added together, the total involved in applied research is 26 or 81.3%. Given these results, it can be said that the majority of the Chicano research energy is in the area of problem solving or applied research.

TABLE 5

1. To what extent are you now knowledgeable of the NIE 1975-76 Multicultural Agenda?

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	1	3.1
NOT KNOWLEDGEABLE	1.00	2	6.3
	2.00	8	25.0
	3.00	7	21.9
	4.00	9	28.1
VERY KNOWLEDGEABLE	5.00	5	15.6
	TOTAL	32	100.0

The intent of this item was to determine the relative success of the symposium's first objective, which reads: "To review and provide input into the 1975-76 NIE Multicultural Agenda." One or 3.1% did not respond to this item. Of those responding, 10 or 31.3% felt that they were not knowledgeable of the NIE 1975-76 Multicultural Agenda, while 14 or 43.7% felt that they were knowledgeable of the 1975-76 Multicultural Agenda and 7 or 21.9% felt indifferent on this item. Given these results, it can be said that the symposium was partially successful in accomplishing its first objective.

TABLE 6

2. To what extent did the Thursday morning large group session provide you with greater knowledge of the background, understanding and transactions on how this Symposium came about?

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	1	3.1
VERY LITTLE	2.00	3	9.4
	3.00	5	15.6
	4.00	13	40.6
VERY MUCH	5.00	10	31.3
	TOTAL	32	100.0

The intent of this item was to determine the relative success in clarifying the background on how this Symposium was developed. Of the total (32) respondents 1 or 3.1% did not respond to this particular item. Of those responding 3 or 9.4% felt that little knowledge was provided on how this Symposium was developed. On the other hand, 23 or 71.9% felt that much knowledge was provided on the development of this Symposium. There were 5 or 15.6% of the respondents that felt indifferent on this item.

TABLE 7

3. To what extent are you now knowledgeable of the rationale,activities, and recommendations of the "Conference for the Analysis of Applied and Basic Research Priorities Relating to Mexican American Education Needs held in Palo Alto, California, on April 18-19, 1974?

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NOT KNOWLEDGEABLE	1.00	5	15.6
	2.00	7	21.9
	3.00	9	28.1
	4.00	8	25.0
VERY KNOWLEDGEABLE	5.00	3	9.4
	TOTAL	32	100.0

The intent of this item was to determine the relative success of the second objective of the symposium which was to review the Palo Alto report. Twelve or 37.5% felt that they were not knowledgeable of the rationale, activities and recommendations of the report. On the other hand, 11 or 34.4% felt that they were knowledgeable of the essence of the Palo Alto report. Nine or 28.1% felt indifference on this item. One of the primary reasons of the high percentage of responses which indicated that respondents were not knowledgeable about the Palo Alto report was that the author of that document was unable to attend the Symposium until Friday and the participants decided to continue with the revised agenda.

TABLE 8

4. To what extent are you now knowledgeable of the list of individuals, institutions and titles of the 1973-74 and 1974-75 proposals to NIE which relate to the Chicano community?

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NOT KNOWLEDGEABLE	1.00	3	9.4
	2.00	6	18.8
	3.00	9	28.1
	4.00	6	18.8
VERY KNOWLEDGEABLE	5.00	8	25.0
	TOTAL	32	100.0

The intent of this item was to determine the relative success of the third objective of the symposium which reads: "To identify the list of individuals, institutions and titles of the 1973-74 and 1974-75 proposals to NIE which relates to the Chicano community". Nine or 28.2% of the respondents felt they were not knowledgeable of the list of individuals, institutions and titles of the 1973-74 and 1974-75 proposals submitted to NIE. On the other hand, 14 or 43.8% felt that they were knowledgeable about the list of proposals. Nine or 28.1% felt indifferent on this item.

TABLE 9

5a. To what extent are you now knowledgeable of the projects which are related to the Chicano community and were actually funded by NIE during FY/73-74 and FY/74-75?

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
NOT KNOWLEDGEABLE	1.00	2	6.3
	2.00	7	21.9
	3.00	9	28.1
	4.00	6	18.8
VERY KNOWLEDGEABLE	5.00	8	25.0
	TOTAL	32	100.0

The intent of this item was to determine the relative success of the Symposium's fourth objective which reads: "To identify the projects which were actually funded by NIE in FY/73 and FY/74 which related to the Chicano community". Nine or 28.1% of the respondents felt that they were not knowledgeable of the projects funded during the last two years. Fourteen or 43.8% felt that they were knowledgeable of the projects funded during the past two years. Nine or 28.1% felt indifferent on this item. Based on results, it can be said that this objective was partially successful.

5b. Would you make any recommendations in this area? _______ If so, what are they?

Of the total (32) respondents, 23 or 71.9% did not respond to this item. Below are listed the responses and the number of times each was given:

-Let's get some action.

-More information be made available to the Chicano through mailing lists. (2)

-Demographic needs, population and parity.

-Severe relations with N.I.E.

-Continue to consult with the Association of Mexican American Researchers (A.M.A.R).

-That N.I.E. respond pointedly why each and every Chicano proposal is rejected.

-Applied action research be funded.

-The resolutions made by the participants of the symposium.

TABLE 10

6a. To what extent are you now knowledgeable of the readers for the NIE proposal during FY/73 and FY/74?

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	2	6.3
NOT KNOWLEDGEABLE	1.00	12	37.5
	2.00	7	21.9
	3.00	7	21.9
	4.00	3	9.4
VERY KNOWLEDGEABLE	5.00	1	3.1
	TOTAL	32	100.0

The intent of this item was to determine the relative success of the fifth objective on the symposium which reads: "To identify the readers for NIE proposals during FY/73 and FY/74". Of the total (32) respondents 2 or 6.3% failed to respond to this particular item. Of those responding 19 or 59.4% felt that they were not knowledgeable about the readers of NIE proposals. On the other hand, only 4 or 12.5% felt that they were knowledgeable of the readers for NIE proposals. Seven or 21.9% of the respondents were indifferent toward this item. Given these results, it can be stated that the symposium was not very successful in achieving this objective.

6b. Would you make any recommendations in this area?______If so, What are they?

Of the total (32) respondents, 21 or 65.6% did not respond to this item. Below are listed the responses of the 11 respondents who did respond.

-Participate in planning of reader selection strategy.

-That a definite commitment be made by the NIE staff that Chicanos review Chicano proposals.

-A better system of reading by more knowledgeable bilingual people.

-More Chicano involvement.

-Include Chicanos.

-Increase the number of names referred to NIE.

-More Chicano readers.

-Recommendation of the Albuquerque conference.

TABLE 11

7. Which of the following small group sessions did you attend on Thursday afternoon?

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	8	25.0
COLLEGIUM R & D CENTER	1.00	5	15.6
CURR AND LING	2.00	9	28.1
PSYCH SOCIO CULT	3.00	4	12.5
PERSONNEL ETC	4.00	4	12.5
TECHNOLOGY	5.00	2	6.3
	TOTAL	32	100.0

The intent of this item was to determine which of the small group sessions had the greatest interest for the participants. Of the total 8 or 25% did not respond to this item. Of those responding 5 or 15.6% attended the Collegium of Scholars or R & D Center small group; 9 or 28.1% attended the Curriculum and Linguistics small group; 4 or 12.5% attended the Psychology and Socio-cultural small group; 4 or 12.5% attended the Personnel, Policy and Governance small group; and 2 or 6.3% attended the Technology small group session. Given these results, it can be said that the Collegium of Scholars and the Curriculum and Linguistics were the small groups sessions with the greatest number of respondents.

8. Which specific areas in Chicano education should be researched?

Of the total (32) respondents, 7 or 21.9% did not respond to this item. Twenty five or 78.1% did respond and their responses are listed below; the number in parenthesis is the number of times each was given.

-R & D Center (2).

-Bilingual Education (3).

-Kindergarten through University level.

-Public School finance (2).

-Those identified in conclusions or recommendation of the symposium (6).

-Research of research and the state of the art (2).

-Curriculum.

-Psychological.

-Curriculum and instruction in programs of early childhood.

-Cultural impact upon living styles.

-Policy, governance and personnel.

-Application of technology.

-Teacher preparation for multicultural systems.

-Needs to be identified by the Chicano himself.

-The training of a strong core of Chicano researchers.

9. List recommendations to N.I.E. which you feel should be considered when N.I.E. is developing its Multicultural 1975-76 agenda.

Of the total respondents, 15 or 46.9% did not respond to this item.

Below are listed the recommendations of the 17 or 53.1% who did respond.

- Those in final recommendations (4).
- Hire more Chicanos in responsible positions (4).
- Chicano input (4).
- All facets under the R & D umbrella (3)
- Establish a consultive panel on Mexican American priorities (2).
- More input from other cultures.
- Examine their priorities.
- Raise it to a higher position in the structure.
- Re-reading of the Congressional mandate.
- Action response to the Chicano community.

10. What kind of activities do you recommend which would further improve relations between NIE and the Chicano Community?

Seventeen or 53.9% of the respondents made recommendation in this area. Below are listed these recommendations.

-Those in the final recommendations.

-A successor agency.

-Further communication of the type we have had the last two days.

-Sincere response from NIE

-Accept AMAR resolutions (3).

-Chicano participation in upper levels as employees and consultants.

-Contact and discussions with the Educational Research Council.

-More funding (2).

-Eliminate NIE Director and staff.

-Political pressure and dialogue.

-More joint sponsored workshops.

TABLE 12

11. The symposium fulfilled my expectations.

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
	0.0	2	6.3
STRONGLY AGREE	1.00	10	31.3
	2.00	9	28.1
	3.00	7	21.9
	4.00	3	9.4
STRONGLY DISAGREE	5.00	1	3.1
	TOTAL	32	100.0

The intent of this item was to determine if the participants' expectations had been fulfilled. Of the total (32) respondents, 2 or 6.3% did not respond to this item. Of those responding, 19 or 59.4% agreed with the statement. On the other hand, only 4 or 12.5% disagreed with the statement, while 7 or 21.9% felt indifferent on this item. Based on these results, it can be stated that the majority of the participants felt that their expectations had been fulfilled.

TABLE 13

12. My overall impression of the symposium is:

VALUE LABEL	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
POOR	1.00	9	28.1
	2.00	12	37.5
	3.00	6	18.8
EXCELLENT	4.00	5	15.6
	TOTAL	32	100.0

The intent of this item was to assess the participants overall impression of the symposium. Twenty-one or 65.6% of the respondents had an overall favorable impression of the symposium. Five or 15.6% of the respondents, on the other hand,had an unfavorable impression of the symposium, while 6 or 18.8% felt indifferent on this item. Given these results, it can be said that a high percentage (65.6%) of the respondents had a favorable overall impression of the symposium.

13. Any additional comments you have on the above items will be greatly appreciated.

Seven or 21.9% of the respondents made additional comments which are listed below.

- -I expected no conclusion, based on NIE's past history and this was strongly confirmed.
- -I enjoyed working with other key Chicanos and re-using the commitment to make things happen.
- -Addition communications and contact with the Educational Research Council of NIE.
- -Strategy meetings before above meetings with the assistants to the president and the Education Research Council of NIE.
- -I expected NIE to make commitments, we ended up mau mauing the flack catchers.
- -Our concerns are much broader than the Multicultural Unit implies. It could serve to exclude us from the other NIE programs, the rational being that the Multicultural Unit provides for Chicano needs.
- -Well done.
- -In reference to item 12 the symposium was very good in terms of our own growth and development. However, it was poor in terms of expected outcomes in terms of money resources by NIE.

PART THREE

CONCLUSIONS AND RECOMMENDATIONS OF WORK LABS

CONCLUSIONS ANDDRECOMMENDATIONS OF WORK LABS

Part 3

Section 1

General Conclusions:

This report is a compilation of speeches, presentations, documents and recommendations which were presented at the NIE/National Education Task Force de la Raza Symposium held on July 25-26, 1974 in Albuquerque, New Mexico.

1. The majority of the participants took a wait and see attitude in regard to action on the recommendation for a Collegium of Scholars that was made to NIE. The participants saw this activity as the first step in bringing "high status" researchers together to investigate the State of the Art of Chicano Education. They further felt that educational research should be conceptualized and implemented by competent Chicano researchers as opposed to other researchers.
2. Another conclusion was that Chicanos must exercise self determination in the area of research. They must be initiating instead of reacting to institutions.
3. The deficiency model approach to education was rejected. NIE committed itself not to fund research projects which were based on the deficiency model approach.
4. The participants also felt that research could not be conducted in isolation, that it must be an interdisciplinary approach.
5. The concept of a Chicano Educational R & D Center was seen as an umbrella under which research in all areas could be conducted.

6. The development of a Chicano ERIC Clearinghouse was seen as a step in developing and disseminating Chicano educational material.
7. Closer relationship with the National Council on Education Research was strongly endorsed.
8. The whole area of educational finance as it relates to the Chicano must be investigated. More Chicanos should get involved in this area.
9. Technology should be used in all aspects of Chicano education.
10. It was also felt that a Chicano was needed in a direct line position with the NIE Director.

Very little, less than 3% (Silva) of the NIE's funds, were going to Chicano related research projects.

The majority felt that the symposium was extremely productive, even though they felt that few solid commitments were made by NIE.

Part 3

Section 2

Major Recommendations of Participants in Work Labs

Below are the major recommendations of the participants as reflected in the small group reports and the Evaluation Questionnaire (for a complete analysis of the responses, see this section above).

1. Collegium of Scholars or Think Tank:

1.1 That NIE underwrite a Chicano research Collegium of Scholars or Think Tank with the intent to provide direction to the education establishment in regard to Chicano educational alternatives.

1.2 That NIE fund a Chicano R & D Center which would provide the framework for applied research design and field testing instructional aspects.

1.3 That the Collegium would initiate research activities and the R & D Center would be realized later. Both would exist in a symbiotic relationship.

1.4 That this Collegium develop an encyclopedia of issues, problems and needs in Chicano education.

2. Curriculum and Linguistics:

2.1 That Chicanos have more input into setting priorities for research.

2.2 That a Research and Development Center be established.

2.3 That an alternative to the R & D Center would be a consortium approach to research with the possibility of being housed in an institution of higher education.

2.4 That research into teacher training be done.

3. Psychological-Socio-Cultural:

3.1 That a clearly defined philosophy of bilingual education be developed for which there is a general consensus by Chicanos.

3.2 That a Research Compendium be developed in which is included all available research on Chicanos.

3.3 That realistic assessment instruments be developed.

3.4 That priorities be determined from our own perspective not that of NIE.

3.5 That a Chicano ERIC clearinghouse be developed.

4. Policy, Governance and Personnel:

4.1 That this body support the candidacy of Thomas Arciniega to the council.

4.2 That a committee be established to advise and support our advocate agencies in Washington, D. C. with information and finances with the purpose of congressional and White House support and influence as on agencies needs such as NIE.
Example: Increasing high staff positions - Associate Director of Office of Programs

4.3 That the National Council establish a high priority policy with regard to requests for proposals (RFD) which assures dissemination to Chicano research community with adequate time and assistance (information and technical) for response.
Example: Utilize Chicano personnel in NIE and their mailing lists
Example: Technical assistance - to recieve approval

4.4 That the National Council mandate the establishment of a system for consideration and review of proposal with Chicano input and active participation in review, consideration and follow up.

4.5 That as a community of scholars, Chicano researchers assembled here assure the identification and involvement of population of interest be written in the NIE legislation for next year.

4.6 That a research effort be funded for the purpose of identifying Chicano Ph.D. Candidates and neophyte academians with the purpose of long range recruitment and research effort of NIE.

4.7 That the Executive Committee of the Task Force address itself to the role of this organization in establishing a network for dissemination of information and support for the ideas and petitions generated by this conference.

5. Technology and the Chicano Community:

5.1 That NIE establish a cooperative effort with other agencies to combine the technological component that is the delivery system with other identifiable Chicano oriented programs Example: Title VII - Bilingual Ed. - and that technology covers the entire arean as it relates to the Chicano concerns.

5.2 That a plan be developed which must outline how technology will be used to promote Chicano programs - as well as to incorporate the creative use of the media, audience interaction, with a two way capability of communicating.

5.3 That there be Chicano imput with the NIE - Task Force in planning and implementation of the above recommentations.

5.4 It was strongly recommended that we project into the future, that each of us take it upon ourselves to become knowledgeable in the powerful influential use of technology.

6. Educational Finance:

6.1 That in addressing ourselves to research, it is imperative to find the "rip-offs" in public education finance.

6.2 That we are present when the groundwork for educational finance is being discussed.

6.[illegible] That more Mexican Americans get involved in the identification of inequities in state systems and in the development of alternative in house models.

6.4 That adequate fiscal resources for the Mexican Americans be made available through equitable state programs in school finance.

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APPENDIXES

APPENDIX A

PARTICIPANT LIST

SYMPOSIUM COORDINATING COMMITTEE

Dr. Henry J. Casso
Executive Secretary
National Education Task Force de la Raza

Antonio Esquibel
National Coordinator
National Education Task Force de la Raza

Dr. Milton Silva
Chairman, Multicultural Task Force
National Institute of Education

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NIE/National Education Task Force de la Raza Symposium

July 25-26, 1974

Albuquerque, New Mexico

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APPENDIX B

LIST OF COLLEGES AND UNIVERSITIES REPRESENTED

Appendix B

List of College or Universities Represented

At

Symposium July 25-26, 1974

1. University of New Mexico
2. New Mexico Highlands University
3. New Mexico State University
4. University of Colorado
5. Southern Colorado State College
6. Denver Community College
7. University of California at Los Angeles
8. California State University, Los Angeles
9. University of California, Sacramento
10. University of California, San Diego
11. Stanford University
12. Degawawidah-Quetzalcoatl University
13. University of Texas at San Antonio
14. Arizona State University
15. Chicago State University

APPENDIX C

RESOLUTION PASSED BY THE
ASSOCIATION OF MEXICAN AMERICAN RESEARCHERS (AMAR)

RESOLUTION PASSED JULY 26, 1974 BY THE ASSOCIATION OF MEXICAN AMERICAN RESEARCHERS, ALBUQUERQUE, NEW MEXICO

CO-DIRECTORS
-DR. JOSE CARDENAS
-DR. HENRY J. CASSO

RESOLUTION

THAT BECAUSE OF THE CONSCIOUS AND DIRECTED FAILURE OF THE NATIONAL INSTITUTE OF EDUCATION IN INITIATIVES OR INCORPORATION OF RESOURCE ALLOCATIONS FOR THE SPANISH SPEAKING CONCERNS GENERALLY AND CHICANO CONCERNS SPECIFICALLY, AND

BECAUSE OF THE SUSTAINED RESISTANCE TO ANY EQUITABLE RESPONSE BY DR. THOMAS GLENNAN SPECIFICALLY AND STAFF OF THE NATIONAL INSTITUTE GENERALLY IN SPITE OF MANY OPPORTUNITIES SINCE THE BEGINNING OF THE INSTITUTE IN MEETINGS WITH CHICANO SCHOLARS AND RESEARCH SPECIALISTS AND ORGANIZATIONS,

THERE IS NO RECOURSE LEFT TO THE CHICANO COMMUNITY AND TO CHICANO SCHOLARS BUT TO INSURE THAT THE EXCLUSION OF THE SPANISH SPEAKING BY THE INSTITUTE NO LONGER INURE TO THE BENEFIT OF LESS NEEDY CLIENT COMMUNITIES AND THAT TO PROVIDE SUCH ASSURANCE, SAID ASSOCIATION SHALL URGE THE CONGRESS OF THE UNITED STATES DURING HEARINGS ON THE APPROPRIATION FOR THE NATIONAL INSTITUTE OF EDUCATION TO ABROGATE THE CONGRESSIONAL AUTHORITY AND APPROPRIATION FOR THE NATIONAL INSTITUTE OF EDUCATION AND,

THAT ANY SUCCESSOR AGENCY WHICH IN THE FUTURE MAY BE AUTHORIZED BE ADMONISHED THAT RESEARCH PRIORITIES INCLUDE BY AUTHORIZATION AND APPROPRIATION THE RESEARCH NEEDS OF THE SPANISH SPEAKING COMMUNITY.

FURTHER, THAT IMMEDIATE INJUNCTIVE RELIEF BY WAY OF JUDICIAL REMEDY BE PURSUED NAMING THE NATIONAL INSTITUTE OF EDUCATION AND DR. THOMAS GLENNAN AS PARTIES DEFENDANT TO ACTIONS SEEKING CEASE AND DESIST ORDERS BASED UPON DENIAL OF DUE PROCESS, VIOLATION OF CIVIL RIGHTS AND EQUAL EMPLOYMENT OPPORTUNITY OF THE SPANISH SPEAKING CHILDREN.

AND THAT ACTION AND RELATED ACTIVITIES UNDER THIS RESOLUTION BE SUSPENDED UNTIL AUGUST 3, 1974 OR THE DAY BEFORE THE APPROPRIATION HEARINGS ON THE NATIONAL INSTITUTE OF EDUCATION WHICHEVER DATE COMES LATTER FOR THE PURPOSE OF THE FOLLOWING:

TO ALLOW DR. GLENNAN TO RESPOND FAVORABLY TO THE FUNDING OF A RESEARCH GRANT WHICH WOULD HAVE AS ITS RESEARCH OBJECTIVES TO STUDY THE FEASIBILITY OF THE CREATION OF A COLLEGIUM OF SCHOLARS BY A FUNDED TASK FORCE AS OUTLINED IN GROUP # 1 OF THE SYMPOSIUM HELD ON THE DAY OF THIS RESOLUTION AND THE DERIVATIVE REPORT SPONSORED BY THE NATIONAL EDUCATION TASK FORCE OF LA RAZA.

(MORE)

PAGE 2 OF NACR RESOLUTION: JULY 26,1974

BE IT CLEARLY UNDERSTOOD, HOWEVER, THAT THE REQUIRED ALTERNATE STRATEGIES TO IMPLEMENT THIS RESOLUTION SHALL TAKE PLACE SEQUENTIALLY INCLUDING THE COMMUNICATION OF THE INTENTIONS OF THIS RESOLUTION TO CONCERNED PARTIES.

AN INTEGRAL PART OF THIS RESOLUTION AND INCORPORATED BY REFERENCE IS THE RESPONSE OF PUERTO RICAN EDUCATORS TO THE MULTICULTURAL TASK FORCE OF NIE AND ALL NECESSARY SUPPORT THEREFOR WITH THE SHARING OF THIS RESOLUTION WITH SUCH A BORICUA RESEARCH GROUP.

THAT THE NAMES AND TITLES OF EACH MEMBER OF THIS ORGANIZATION BE AFFIXED TO THIS RESOLUTION AND ALL RELATED CORRESPONDENCE TO THIS AND OTHER ACTIONS.

ALBUQUERQUE, NEW MEXICO

APPENDIX D

SELECTED LETTERS AND COMMUNICATION

WITH NIE

bilingual children's television

MEMORANDUM

Date: April 19, 1974

To: Dr. Richard Werksman, NIE

From: Rene Cardenas

Subject: OAKLAND MEETING -- FOR THE RECORD

While I enjoyed the pleasure of your company Monday night during which time we had ample opportunity to discuss a few of the global concerns shared by educators of our national community, I would like to reemphasize the position I took with respect to the paucity of research contracts to the Chicano community.

Attending that meeting was Dr. Milton Silva, Elias Padia, Dr. Edward DeAvila, Dick Werksman and Rene Cardenas. Dr. John Aragon provided additional input to the entire group on phone-speaker-amplifier. We discussed the following:

1. We met with Dr. Tom Glennan at the University of New Mexico over one year ago. At that time, Dr. Glennan assured educators present, NIE shared concerns expressed and indicated assistance in terms of research and planning grants.
2. Since that meeting, there is no evidence Dr. Glennan attempted to be responsive to expressed needs, or that he organized priorities, or even strategies to find sources of funding.
3. We discussed our concern NIE was indeed committed to the minority cause, but in distribution of funds, the term minority was equated synonymously with all non-Anglos, thus funding emphasis was Black oriented. You took issue with our interpretation, while Elias Padia agreed with our position.

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4. We expressed concern Spanish-speaking educators were excluded from the NIE invitation lists to bid on contracts, and rarely invited to submit proposals for research grants.

5. You spoke of NIE's limited budget -- $75 million with commitments of $90 million, and the agency's inability to consider funding of new research activities.

6. We concluded your priorities were unrealistic. We suggested you cut back $20 million from commitments so that NIE could factor for a minimum of $5 million research commitment to the Spanish-speaking community.

7. You suggested, Chicanos should go to Congress and support NIE's request for additional dollars so that NIE could meet its commitment to our community.

8. We responded, we were indeed prepared to go to Congress to cite NIE's lack of commitment and responsiveness to our community's needs. Aragon suggested our community of educators would contact members of Congress at a national level to take issue with what we consider NIE's benign neglect unless Glennan responded in positive terms.

9. We deplored the attempt to blame Dr. Alfredo Castaneda for conducting a closed workshop. Dr. Aragon took issue with your syllogism that indicated he personally was responsible for selecting participants to the exclusion of other interested Chicano researchers.

10. I took serious umbrage at NIE's comment to Castaneda indicating I was downing him for conducting a NIE workshop to which a limited number of Chicano researchers were invited. You promised to call Dr. Castaneda confirming I never in any way, shape or manner spoke negatively of him. Dr. Aragon deplored what he termed divisive tactics to turn one Chicano against the other.

11. You promised NIE would sponsor a conference at the University of New Mexico at which time Chicano researchers would be invited to attend. You asked who would select researchers and participants to avoid hurt feelings as a result of inadvertent omission. We agreed the Task Force De La Raza would prepare forum, format and agenda.

12. We agreed conference would be held as soon as the Castaneda Workshop recommendations were in. We agreed the Stanford group would be invited to attend and that we could have further input on their recommendations if same were deemed necessary.

13. We discussed the issue of Dr. Jose Cardenas and indicated we were supportive of his testimony before Senate hearings and indicated he reflected our common concerns. We also indicated we had many other such capable and articulate spokesmen available to testify or comment on NIE's lack of responsiveness to our needs.

14. During our discussion, you indicated several times, NIE has not been effective, nor responsive, nor had the agency anticipated the broad concerns being spawned throughout the country over the issues raised. You indicated the possibilities of a $5 million dollar Congressional donation for bilingual education. We indicated such largess from Congress to NIE at this time seemed remote and at best serendipitous, and indicated impatience with promises of funding by virtue of Congressional windfall.

15. I believe we emphasized and stressed the importance of the New Mexico Conference. We stressed and emphasized NIE had to come in prepared to make hard dollar commitments, and that attending NIE personnel should have authority to commitments at a level commensurate with the needs of our community.

16. Padia expressed his concern to you that Dr. Glennan was the only person capable of making hard dollar commitments. With that concern in mind, we strongly recommend that Dr. Tom Glennan and members of his inner circle meet with us in New Mexico to work on a plan appropriate to the research needs of our community.

17. I believe one of our valedictory remarks indicated that the infirmities of our community have hardly been research ... that research must be conducted at the psychological, sociological, environmental, early childhood levels, behavioral, attitudinal studies must be conducted, as well as administration of school systems et al.

The above synoptically sums up the meeting in Oakland to the best of my recollection, Dick. In looking over the file of contracts let out by NIE, I just noted the agency allowed a contract to be let in the amount of $600,000 to Dr. Urie Brofenbrener for Environmental Studies in Israel. How very interesting. While the nether barrio areas suffocate in misery, we ignore the stifling circumstances of life there and in the migrant stream -- and give greater priority for environmental studies in the land of milk and honey; while everything in our land turns sour and doleful. Great thinking on NIE's part.

Dick, let's talk soon.

RC/wpc

cc: Dr. Juan Aragon
Dr. Tom Arciniega
Dr. Alfredo Castaneda
Dr. Jose Cardenas
Dr. Henry Casso
Dr. Alfredo De Los Santos
Dr. Solomon Flores
Dr. Ernesto Galarza
Dr. Tom Glennan
Dr. Simon Gonzales
Dr. Ralph Guzman
Dr. Mari-Luci Jaramillo
Mr. Elias Padia
Mr. Manuel Ramirez
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D-5

NATIONAL EDUCATION TASK FORCE DE LA RAZA

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July 17, 1974

Dr. Milton Silva, Director
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Dear Milton:

The cover letter and the materials sent by your office to the NIE/National Education Task Force de la Raza Symposium participants seem to indicate that the forthcoming Symposium is but one of a series of important conferences for the Multicultural Task Force of NIE. While conferences of this nature have their value, we have never intended this particular Symposium to be of that nature. This Symposium is to bring about a settlement of issues, misunderstandings, and ill wills that have developed between the NIE and the Mexican American community and more specifically to provide meaningful directive recommendations for the Multicultural NIE 74-75 and 75-76 activities.

Our understanding was to attempt not only to provide this direction, but likewise to reconcile a rapidly deteriorating relationship between NIE and the Mexican American community. As was clearly indicated in our conference with you in Washington, the Task Force was willing to put its integrity on the line in implementing a fruitful meeting brought about by a commitment made among Dick Werksman, Dr. Juan Aragon, Dr. Rene Cardenas and Dr. Ed De Avila in Oakland, Ca. Based on this willingness on the part of the Task Force, what was outlined in the Washington conference among Mr. Dick Werksman, Dr. Milton Silva, Mr. Elias Padilla, Dr. Luis Casaus and myself, the Symposium participants were to interact with the NIE 75-76 agenda and the Palo Alto document, with the assurance that the NIE staff would be able to make commitments based on the imput of the invited participants of the Symposium.

In order to see this through, it was agreed that Dr. Milton Silva would send to each of the participants:

1) a copy of the proposed 75-76 NIE agenda

2) the Palo Alto document

3) a list of individuals, institutions and titles of 73-74/75-76 proposals made to NIE as they relate to the Chicano community as well as an identification of those proposals which were actually funded, indicating the proposal director, the institution and the title

4) It was requested that there be a description of the NIE readers for the same period of time and finally,

5) that NIE Multicultural staff be prepared to make commitments based on (a) the interaction between the Symposium participants and (b) the recommendations to the Multicultural unit.

To carry this forth we proposed and it was agreed that the process to aid in assuring successful outcomes would be the following:

1) an opening statement of welcome by the Chairman of the National Education Task Force de la Raza

2) a brief description of the background, the understanding and the transactions as to how the Symposium came about

3) a presentation of the NIE 75-76 proposed agenda by the Multicultural Director

4) a presentation of the Palo Alto document by NIE staff

5) interaction by the participants:

   a) immediate interaction - while the participants are still in the general session an opportunity would be provided for immediate interaction with NIE staff on both presentations

   b) small groups interaction - small sessions would be provided for interaction based on the previous presentation as a means of providing direction and recommendations to NIE in the 4 areas of the Multicultural unit, namely:

      1) curriculum

      2) linguistics

      3) psychological

      4) socio-cultural

6) Each small session would be provided a recorder and facilitators to capture the recommendations of each of the respective areas

7) these recommendations would be presented to the larger group of participants on the second morning

8) small group sessions would again meet for further development of the recommendations and directions to the Multicultural unit

9) these would again be presented to the total group

10) a final report of all recommendations would be prepared for NIE and the participants.

Since the cover letter and the material sent by your office did not reflect this kind of understanding, it seems to me that it would be very critical that the participants be made aware of these points so that they would have a clear understanding as to the rationale, the nature, the function and the expectations of this particular session. I plan to call you about these matters some time today.

Sincerely,

Henry J. Casso

Dr. Henry J. Casso
Executive Secretary

HJC:ml
cc: Dick Werksman
Elias Padilla

September 21, 1973

Dr. Thomas Glennan, Director
National Institute of Education
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Dear Dr. Glennan:

On September 18 and 19, 1973, a conference was held at Angelo State University in San Angelo, Texas to present and discuss the past, present and future of the education of Mexican-Americans in Texas. The objectives of this conference were to review the past with the conference participants, examine the present system of education, and finally to discuss what the future educational system might hold for our Chicano children. Dr. Robert Kelly Acosta, was one of the Chicanos working for NIE, invited to participate in the conference. You will note that he was scheduled to be on the program as a lecturer along with Dr. Phillip Ortego and myself. At late notice, Dr. Acosta had to decline the invitation because your office declined his request to participate in this S & H Foundation Lectureship Series.

More than 500 Chicanos from the San Angelo and surrounding communities attended the lectureship series. This was the first time in the history of Angelo State University that so many Chicanos have participated in any one university function even though the enrollment at the university is about 10% Chicano. As far as I know, the university has never opened its doors in this manner to the Chicano community before. Yet, the educational problems of the Chicano are acute in San Angelo, as they are in many other places throughout this United States. The lectureship series; therefore, provided a tremendous boost not only to the Chicano community, but to the university's potential for serving this neglected segment of theipopopulation.

Dr. Acosta's imput was sought by many of the participants in this lectureship series. Several of them had traveled long distances to meet with him and communicate with him. Angelo State University officials had to apologize for Dr. Acosta's inability to attend the conference.

So the San Angelo Chicano community lost by Dr. Acosta's inability to attend, but the loss was far more to the National Institute 66rEducation. This lectureship would have given Dr. Acosta some imput from the grass roots Chicano community which he needs in his present position with NIE. Moreover, NIE itself could use a lot more imput from the Chicano community at large. This represented an opportunity for Dr. Acosta to gain some valuable insights, because the problems discussed are real and dealt into the vital educational needs of the Chicano community. And yet, Dr. Acosta's request for travel was declined.

In view of this action and in view of NIE's apparently past indifference to the educational plight of Chicanos, I find the necessity to pose the following questions to you:

1. Are you interested in the education of Chicanos? What do you know specifically about this group?

2. What is the number of Chicano educators who are of Dr. Acosta's caliber in NIE? What are their names, titles, and office names?

3. What vehicle do you plan to utilize for learning about our specific problems in education at a time when NIE is in the process of identifying problems for research and development, and plans for resolving such problems?

4. How can we be assured that a person like Dr. Acosta will be present at some of our future Chicano meetings where the education of Mexican-Americans will be discussed for the purpose of delineating a framework of needs in terms of research that might be helpful to NIE, and which must be implemented in the nation for resolving some of the problems we have in the present educational system?

5. What is your rationale and basis for rejecting Dr. Acosta's travel request for the purpose of participating at the Angelo State University lectureship series?

In order to acquaint you a little with the S & H Foundation Lectureship Series presented in Angelo State University, I am including a program bulletin in which Dr. Kelly Acosta's name appears as a special guest consultant from NIE. Although there was much television and newspaper coverage of the lectureship series, I am including one article which appeared in the San Angelo Times as a sample of one of the topics discussed at this conference. This article appeared September 19.

Cordially yours,

Gilberto de los Santos, Ph.D.
Dean of Instruction
Research and Development

GDLS:jc

Encl:

cc: Joe Bernal
Tony Calvo
Alfredo G. de los Santos Jr.
Pepe Barron
Anita Pando
Antonio Esquebel
Corrine Sanchez

NIE Mesa direction

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

OFFICE OF THE DIRECTOR

DEC 10 1973

Dr. Gilberto de los Santos
Dean of Instruction
El Paso Community College
6601 Dyer Street
El Paso, Texas 79904

Dear Dr. de los Santos:

This is in reply to your letter of September 21 regarding the attendance of Kelly Acosta at a conference in San Angelo to discuss the education of Mexican-Americans in Texas. I apologize for the delay, although I understand you have been contacted on the situation by Ernest Russell, Associate Director for Administration in the Institute.

Let me get right to the questions you raised in your letter.

1) The National Institute of Education (NIE) is very much interested in the education of Chicanos. One of the Institute's planning documents, a copy of which I am enclosing, deals specifically with this topic. In addition, a Task Force on Multicultural Education is being established within NIE's Office of Research and Exploratory Studies to deal with problems and perform research on various appropriate problems, including those related to Chicano education. We currently are seeking a well-qualified individual to head up that task force.

2) There are several high caliber Spanish surnamed staff members in the Institute. These include Rene Gonzalez in the Experimental Schools Task Force, Elias Padilla in the Office of Human Rights, Flora Ortiz in the Governance and Organization Task Force, Lupe Carbajal in the Education Voucher Program, Noel Vivaldi and Ronald Alvarez in the Office of Public Information, David Lopez, who is serving a government internship as assistant to the Adviser to the Institute, and Marco Garcia in the Office of Planning and Manaagement.

3) In addition to the planning document I previously referred to NIE staff members have held several meetings with members of the Spanish speaking community, including a meeting in February, 1973, with representatives of the Chicano Caucus to determine what NIE should do to meet the career education needs of Chicanos. An additional meeting on this topic was held in September, 1973. In March, 1973, a member of NIE met with representatives of the

National Education Task Force de la Raza to exchange views on how the Institute could best cooperate with the Task Force. NIE representatives later attended the National Training Institute for Mexican-American Educational Leaders, sponsored by the Task Force and held in Albuquerque. I also met with representatives of the Task Force in June to discuss general mutual concerns, bilingual programs, and possible staff positions for Chicanos within NIE. Members of my staff also have met with members of the National Education Association Task Force on Chicano Education to consider how both organizations can cooperate in educational activities benefitting Chicanos. All these sessions provide valuable input to NIE's planning process, which is designed to fulfill the Institute's legislative mandate of helping to solve the problems of American education through research and development.

4) We will make every effort to assure that an appropriate NIE staff member attends the meetings of responsible Mexican-American groups like yours. This, of course, will be much more easily accomplished when we have obtained a chairman for the Multicultural Task Force. In the meantime, you may wish to contact Mr. Padilla on the matter.

5) We feel that when staff members represent NIE they should have a strong understanding not only of their own particular area of interest but of other research based priorities with which NIE is involved. Mr. Acosta has currently not had the opportunity to grasp NIE's overall activities, and we felt it best to suggest he not attend the conference you held. This, of course, constitutes no aspersions on either Kelly's competence in his field or on the potentially valuable input to NIE the conference may have provided.

Although we at NIE are not satisfied with our first year's record in dealing with Spanish-speaking Americans, let me assure you we are determined to increase our efforts to lessen the problems that prevent them from receiving equal educational opportunity. Thank you for your interest in the Institute, and if I can be of further assistance, please let me know.

Sincerely,

Thomas K. Glennan J

Thomas K. Glennan, Jr.
Director

Enclosure

Problems Expanded, not at present [illegible]

February 15, 1974

Dr. Thomas Glennan, Director
National Institute of Education
Department of H.E.W. Code 600
Brown Building
19 & M Streets N.W.
Washington, D.C. 20202

Dear Dr. Glennan:

You will recall that my communications with you started when you failed to allow Dr. Robert (Kelly) Acosta to speak at the San Angelo Conference on September 18, 1973. The major emphasis of that conference, you will remember, was to expose the past and anticipated future of the education of Mexican Americans in Texas. A grasp of NIE's overall activities was not part of the overall criteria for the selection of any of the three Mexican American speakers. However, a grasp of the past and future of the education of Mexican Americans was necessary for our selection of those speakers. Hence, Dr. Acosta was selected. You must know that I have had much difficulty understanding as well as communicating to the Chicano community the reasons as stated in your letter of December 20, 1973, for disapproving Dr. Acosta's presence at the conference. Nevertheless, I appreciate your reply to my letter.

I am pleased to hear that NIE is very much interested in the education of Chicanos. I must admit, however, that the inclusion of "Chicano Education and the National Institute of Education" by Dr. Aragon, Dr. Guzman, Dr. Arciniega, Dr. Galarza, Dr. Ramirez, and Dr. Ramos confused me some. The point of my confusion is simple and must be expressed directly since I have no political notions or complications. That is to say, if it is true that NIE is very much interested in the education of the Chicano, why is it that:

1. The planning papers by Chicano authors were not included in your Planning Report No. P101 - Program Planning for the National Institute of Education: A Summary of Four R & D Analysis?

2. Did the Chicano authors receive planning funds for such input as other planning groups did? Please notice that page 1 of the paper states: "The papers were written quickly without time and without funds."

   Would you not agree that "equal opportunity" as specified in the NIE Legislation, means giving the Chicano authors equal time for the write-up task as well as equal funding for such task? Which reminds me, when you say in your letter that "Mr. Acosta has currently not had the opportunity to grasp NIE's overall activities.." do you mean that Dr. Acosta has not been invited to participate in overall activities of NIE, or do you mean that you as the Director of NIE has not facilitated an equal opportunity for Dr. Acosta to grasp NIE's overall activities? Would you not agree that when you failed to allow Dr. Acosta to speak at the San Angelo Conference that you actually deprived him of the opportunity to grasp NIE's overall activities, since we consider the education of the Chicano one of NIE's most important overall activities? Perhaps I do not understand what you mean by a person grasping the overall activities of an agency. Therefore, if you feel that I am wrong would you be so kind to elaborate. What are the overall activities you are talking about? Specifically, who within NIE has grasped NIE's overall activities? Definitely, a list with the names and titles of those who have grasped NIE's overall activities would be extremely helpful to us. Could you please provide us with such a list?

In addition to the above questions, why is it that:

1. NIE invited Chicano individuals to attend a February, 1973 Conference on Career Education and a Mesa Directiva was formed to assist NIE in interpreting the educational needs of the Chicano community. Yet NIE repeatedly postponed meetings with the Mesa Directiva, and when finally a meeting was held, none of the Mesa Directiva's recommendations on career education were taken. For example, the Mesa Directiva strongly recommended a Career Educa-Model for the Spanish Speaking. Dr. Alfredo G. de los Santos Jr., a member of the Mesa Directiva, subsequently submitted a prospectus for such a Career Model. This recommendation was not even acknowledged, let alone considered -- Dr. Alfredo G. de los Santos Jr. has not even received a reply as of this date.

2. NIE has already spent about $750,000 in planning documents and then had the decency to appear before the group of Chicano educators and ask them to produce papers quickly and with no pay.

3. After the Chicano educators submitted the papers to NIE was there acknowledgement that these papers had been received by your office? Did you acknowledge the papers you received from: RAND Corporation, Etzioni, Kooi, Mackley & McKinney, Raisen. Am I correct by saying that theirs were the only papers included in your Planning Report No. P101?

4. On April 27, 1973, in Albuquerque, New Mexico, when Dr. Aragon brought up the matter of NIE's failure to acknowledge the papers, you said that you had never heard of such papers. Yet, the papers were submitted to NIE in 1972, and you now take the pleasure in sending the papers to me to show how very much interested NIE is in the education of the Chicano.

Believe me, your interest in the papers helps, but what would be more helpful, would be to see NIE implementing the concepts and ideas offered in the papers. Also, it would help if NIE would give these papers equal treatment. By that I mean including these papers in NIE publications. But really, it is the implementation of the contents of these papers that matters and not the papers at this point, since I take it that you are trying hard to impress upon Chicanos that NIE is very much interested in the education of the Chicano.

5. Did NIE request the permission of the Chicano Educatiors prior to publishing the papers as Report #C109? Did you request the permission of RAND Corporation, Etzioni, Kooi, Macklely & McKinney, and Raisen prior to publishing their planning documents?

Furthermore, it has been noticed that your most recent publication, "Grants for Research in Education" avoids mentioning bilingual education. You will find that this is true by reading pages 1-8 of that publication. Why is this so? Who were the Chicano educators invited to participate in the write-up of this important publication which solicits the submittion of prospectuses for research proposals? Was Dr. Acosta involved in the write-up or analysis of the publication? Of the Mexican Americans and Puerto Ricans you listed under Item 2 of your letter who was involved in the write-up and analysis?

In any event, considering the fact that NIE is very much interested in the education of the Chicano, I feel comfortable in pursuing other questions:

1. Why is it that your Task Force on Multicultural Education as you now call it, has not yet come up with something substantial for dealing with the education problems of Mexican Americans?

2. Who is presently heading your Multicultural Education Task Force?

3. In March, 1973, did you not bring Dr. Acosta all the way from California to administer your Multicultural Education Task Force?

Your letter is interesting, to say the least, and I must not ignore disucssion about Item No. 2 of your letter. Please note that you avoided Dr. Acosta's name and you went on to list three Mexican Americans and three Puerto Ricans. The question in my previous letter, you will recall, was to present to us the names of those educators within NIE who were of Dr. Acosta's caliber. You do not say under Item No. 2 of your letter that these people are of the caliber of Dr. Acosta, but because of the nature of my question, I assume that you have so implied. If this is so, what is your justification for considering these other NIE employees as being of the same expertise in the education of Mexican Americans as Dr. Acosta? In other words, what is your basis for such conclusion and most important what is your rationale for mixing Puerto Ricans and Mexican Americans in the style that you have for answering a justifiable question? Please understand that the problems of

Puerto Ricans are not those of the Mexican American Community. It is, in my opinion, unfair to Puerto Ricans and Mexican Americans for people of your caliber to put these groups in the same box on the basis of Spanish surnames.

Now I would like to get to other specific points mentioned in your letter with respect to three major meetings you have had with Chicano groups. All of these, to me, represent a lot of high salary paid time. Inasmuch as the meetings were "to determine what NIE should do to meet the career education needs of Chicanos," I feel that the following questions are in order:

1. How did NIE follow through on all the decisions made at these expensive meetings with regard to the career education needs of Chicanos?
2. What should NIE do to meet the career education needs of Chicanos?
3. What is NIE's product as a result of all these expensive meetings?

Now, if I may, I would like to go one step further. It was learned at the November, 1973, National Task Force de la Raza Conference in Albuquerque, New Mexico that NIE presently supports only two major R & D plans that relate to the education of Mexican Americans. Of the two, only one (Early Childhood Southwest Educational Development Lab - Austin) has received assurance of funding for 1974. It seems that if NIE is very much interested in the education of the Chicano, that there would be more than two major R & D plans and certainly funding assurance for Bilingual Early Elementary, which is the other major R & D Bilingual plan. Could you please explain why so few Chicano R & D plans are being supported by NIE presently? Also, could you explain why it is that Bilingual Early Elementary has not received funding assurance for 1974? Also, why is it that Dr. Acosta is no longer the Project Officer for the aforementioned R & D plans?

I realize that I have been very candid in this letter, but I just hope that you will appreciate such candor. The only reason I pose all these questions is because of your statement: "NIE is very much interested in the education of the Chicano" which is not in accord with NIE's failure to implement the resolutions as submitted by La Mesa Directiva on behalf of the Mexican Americans who attended the February, 1973 Conference on Career Education - Implication for Minorities. In addition, it is not in accord with:

1. Your failure to allow Dr. Acosta to speak at the San Angelo Conference in 1973.
2. NIE's failure to recognize and to implement a career education plan that would be specifically designed for serving the needs of the Chicano community.
3. NIE's failure to make the existing career education plans appropriate for the education of Mexican Americans.

4. NIE's inability to accept or even acknowledge Dr. Alfredo G. de los Santos Jr. proposal on Bilingual Career Education which was proposed as a model possibility.

5. NIE's approach to get Mexican American educators to write position papers - "quickly without time and without funds."

6. NIE's treatment to the papers submitted by Mexican American Educators.

7. NIE's failure to implement the major concepts and ideas offered in the papers submitted by Mexican American educators.

8. NIE's failure to place Mexican Americans in high level positions.

9. NIE's failure to mention bilingual education in the recently published "Grants for Research in Education."

10. NIE's Multicultural Task Force failure to produce something substantial for dealing with the education of the Mexican American school population.

11. The small number of R & D plans that relate to the education of the Chicano.

12. NIE's failure to assure funding for the Bilingual Early Elementary R & D plan which is under the auspices of the Southwest Educational Development Lab in Austin.

13. NIE's failure to comply with Sec. 405, Public Law 92-318 which refers to providing an equal opportunity for all.

14. NIE's failure to extend an invitation to leading organizations of Mexican Americans to attend the National Council on Education Research meetings (open meetings).

15. Your seeing that Dr. Acosta remains as the Project Officer for the two major bilingual R & D plans.

Looking forward to your reply which will be presented to different Mexican American organized groups throughout the nation as well as to Senators who have demonstrated an interest in the advancement and education of the Chicano

On behalf of LA MESA Directiva,

Gilberto de los Santos

Gilberto de los Santos, Ph.D.
Dean of Instructional Development

GDLS: jc

cc: (See following page)

cc:

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
XXXXXXX
WASHINGTON, D.C. 20202

OFFICE OF THE DIRECTOR

MAY 9 1974

Gilberto de los Santos, Ph.D.
Dean of Instructional Development
El Paso Community College
6601 Dyer Street
El Paso, Texas 79904

Dear Dr. de los Santos:

Thank you for your letter of February 15 regarding NIE's interest in the education of the Mexican American. Since its inception a major interest of NIE has been the educational problems, concerns, and views of the various minority communities and low-income groups. This concern is reflected in our efforts to shape the Institute's activities, directions, and policies. Our concern in this respect is consistent with the views expressed in the President's 1970 message proposing the establishment of NIE as a focal point for educational research and experimentation in the United States. He noted that the outcome of schooling varies greatly for different groups of children and for different regions of the country, and concluded that while we are not knowledgeable of the causal factors in these differential outcomes "one conclusion is inescapable: we do not yet have equal educational opportunity in America." The President then proposed that the purpose of NIE would be to begin the serious systematic search for new knowledge to make educational opportunity truly equal.

Our concern is also consistent with the position expressed in the legislation establishing NIE, wherein Congress declared it a public policy of the United States to "...provide to every person an equal opportunity to receive an education of high quality regardless of race, color, religion, sex, national origin, or social class." The Congress recognized that this objective has not yet been attained, that inequalities of opportunities to receive high quality education continue to be salient. NIE planning papers and conferences have emphasized the need for special attention to the problems and issues of inequalities in education. We are concerned with discovering means which can provide equal access to high quality education for all children, and which can meet the needs of all individuals and groups with different learning needs and preferences, such that greater equality of outcomes can result; our view of equal educational opportunity results in a program focus on excluded minority groups, namely blacks, Mexican Americans, Puerto Ricans, and American Indians.

Even though your letter specifically addresses the NIE and Mexican American community relationship, it strongly serves to highlight the complexity of NIE's relationships with the various minority communities, and emphasizes the fact that we have only begun to make progress and that much more thought and effort are required before substantial achievements can be realized.

In order to organize my response to the more specific issues and concerns raised in your letter, I have classified the letter into six categories: NIE planning papers and activities, Career Education Program activities, Multilingual Multicultural Task Force status, R&D projects oriented to Mexican Americans, ORG Program Announcement, and a personnel issue centering around Dr. Acosta.

First, I will address the concerns and issues raised with respect to the planning of NIE, particularly regarding the process around the planning papers, and the role of the unit responsible for planning the National Institute of Education. All of these activities preceded the creation of NIE in August, 1972.

Charged with the task of developing a comprehensive R&D agenda for NIE, the NIE Planning Unit developed a conceptual framework built around three priority areas: (1) education for the disadvantaged, (2) quality of education, and (3) effectiveness of resource use. With these priority areas as the principal focus, the planning process proceeded along three courses. First, in order to better understand the nature of the problems subsumed under these priority areas, a number of scholars were commissioned to prepare state of the art papers and to suggest research priorities for each of the three areas. Secondly, recognizing this society's multiplicity of perspectives regarding what might be done to improve education, the Planning Unit elicited ideas from a large number of sources through a series of "disciplinary" meetings with people from diverse ethnic, professional, and academic backgrounds. Included among these was the conference of Chicano educators. The third activity was an attempt by four teams of R&D experts, two of whom comprised

Gilberto de los Santos

NIE Planning Unit members and two of whom consisted of staff members of the Columbia University, Center for Policy Research and the Stanford Research Institute, to synthesize the issues identified by the scholars and the disciplinary groups. This latter activity resulted in four papers, each containing a number of recommended research programs for NIE. NIE Planning Unit No. 101, to which you refer, was an attempt to summarize the recommendations contained in the four papers. Therefore, only indirectly were the ideas expressed by those participating in the disciplinary conferences reflected in this report.

With respect to the conduct of the disciplinary conferences, in every instance each respective group was asked to produce a planning paper under the leadership of a chairperson for a two-day period. Each paper was published separately. The Institute staff worked through the chairpersons of the respective groups, and it was through the chairperson that permission to print the papers was obtained. In all instances the participants in the disciplinary meetings were paid a consultant fee, transportation costs, and per diem. In conclusion, permission was secured to print NIE paper #C109, produced by a group chaired by Dr. Ralph Guzman. This group was treated the same as participants in the other disciplinary meetings with respect to fees, expenses, and circumstances under which meetings were held. The differential treatment occurred between the comprehensive planners and the disciplinary planners, rather than between minority and majority planners.

Having said that, let me hasten to add that errors were made in carrying out the planning process. For example, failure to involve minority individuals earlier and more substantively was an obvious error. It is also quite clear that the two days allotted to Dr. Guzman were quite insufficient to produce a document in an area as complex as minority concerns and problems, particularly since these concerns and problems cut across disciplines, fields, and/or areas. Suffice it to say that if we were to do the same thing over, we would attempt to proceed quite differently.

I quite agree with your statement that the prime import of the papers is the initiation of action based on their substance and not the papers per se. Even though there is much yet we have to do, the fact is that we have been influenced by the disciplinary papers and by subsequent meetings with minority groups, including Mexican Americans. These influences are reflected in the ethnic composition of NIE proposal and program review panels as well as in the ethnic composition of participants in the various small conferences on NIE priority issues.

Gilberto de los Santos

Later in the year a conference of minorities with respect to the Diversity and Pluralism priority issue is also planned. Another relevant area concerns the Office of Research Scholars Program which is being planned. In this initial porgram effort, which will be fairly small, plans call for recruiting at least one Mexican American.

A great deal of activity involving Mexican American scholars also relates to our Multicultural unit, which I will discuss below.

Our recruiting efforts reflect our awareness of the concerns of the minority communities, particularly in the high level position vacancies at NIE. I would like to point out that we have hired a Spanish-Surnamed American, Dr. Milton N. Silva, to head our Multicultural program who will bring an exceptionally strong research background and deep understanding to the multicultural issues in NIE. Dr. Silva has most recently served on the staff of the Rutgers University Medical School as coordinator of the Mental Health Institute's Community Focus Unit. He formerly taught in the Bilingual Studies Division of the Department of Puerto Rican Studies at the Herbert H. Lehman College of the City of New York.

[illegible] (?)

Mr. Elias Padilla has been hired as the NIE Sixteen-Point Program Coordinator. Part of his responsibilities involve identifying and recruiting Spanish-surnamed candidates for Institute positions. Mr. Padilla is in the Office of the Adviser to the Institute for Human Rights (OAI/HR), headed by Dr. Edward J. Barnes. The primary concern of this office is to insure that the Institute's programs reflect the concerns, problems, and perspectives of minority and low-income groups, and women. This office is concerned about the Institute's recruiting, hiring, and personnel practices, about the composition of program and proposal review panels, about guidelines used by internal and external review bodies, and about identification and conceptualization of research problems, and program conceptualization, planning, implementation, operation, and evaluation, among other concerns.

NIE has also established an Equal Educational Opportunity Committee to assess the Institute's efforts toward seeing that equal educational opportunity concerns are reflected in its programs and activities. As a part of its responsibility, this group collects data on, describes, analyzes, critiques and makes recommendations for NIE activity intended to achieve equal educational opportunity. This committee is chaired by the Adviser to the Institute for Human Rights. The foregoing represent some of the ways in which input from minority communities has influenced NIE programs and activities.

A second set of concerns you expressed relate to the NIE Career Education Program (CEP) activities: (1) the delay in meeting with the Mesa Directiva group, (2) the lack of a speedy response to Dr. Alfredo de los Santo's proposal, (3) what has been done for Chicanos aside from the three meetings you mentioned, and (4) Career Education Program future plans for meeting Chicano needs.

The delay between the February CEP conference and the meeting with the Mesa Directiva was greater than I would have chosen. Our delay in meeting with the group reflected the problems of NIE as a new agency largely understaffed at the time, and under the demanding task of reviewing and evaluating its considerable inheritance of projects from OE and OEO.

Secondly, regarding the questions you raised in connection with Dr. Alfredo de los Santos, Jr., the document he sent to the Career Education Program was a prospectus rather than a proposal. Upon its receipt, a staff member in Dr. Rieder's office called him by telephone and subsequently met with him at the NIE and at lunch on December 7, to discuss his ideas.

A second NIE staff member from NIE's Office of the Adviser to the Institute for Human Rights joined them for lunch and took part in the conversation. The prospectus was critiqued in detail and Dr. Alfredo de los Santos was encouraged to submit a research prospectus through the research grant competition announced in December, 1973. The tightness of money in fiscal year 1974 was explained, and the CEP's commitment to Chicano concerns was discussed.

With respect to the third concern outlined above, no new career education models or developmental programs have been initiated since the NIE's formation in August, 1972. The developmental programs currently being funded were all transferred from the Office of Education and up to now have required the majority of CEP's staff time and money. Activities in fiscal year 1973 and 1974 have been restricted to better defining the relationship of education and work, assessing and improving programs transferred from OE, initiating small research studies and policy analysis related to these studies, and initiating planning studies for future R&D efforts.

Let me describe several examples of CEP projects which have involved Chicanos. One program transferred from the Office of Education is a career education curriculum development project which has attempted to meet the needs of individual minority groups. In Los Angeles, one of six field test sites for the curriculum units, David Lopez Lee looked specifically at the needs of Chicanos resulting in a report entitled "Minority and Majority Concerns of Career Education and a Minority Participation Model". The recommendations in that report helped shape the curriculum development effort in Los Angeles and also impacted on the development of guidelines for community participation in Career Education programs. NIE plans to issue a Request for Proposal (RFP) in the near future to test the remaining curriculum units. This RFP will request suggestions for designs which test the units' ability to work effectively for different ethnic groups.

In several of NIE's research studies funded through last year's research grants competition and initiated internally, the CEP has been looking at barriers to educational and occupational opportunity created by race, ethnicity, sex, and social class, and considering what education can and cannot do to enhance individual development. One project which exemplified this concern is an in-house study to determine the career education needs of minority woman and to recommend R&D for the CEP. A conference is planned this summer to discuss and refine the final recommendations. Chicanos will, of course, be represented. In another project designed to establish criteria which can be used to identify sex bias in career interest inventories, several Chicanos have been involved from the beginning in planning and carrying out the project.

Thirdly, in its planning for future activities, the CEP has attempted to include Chicanos. For example, a Chicano temporary employee reviewed and critiqued the CEP's school based activities and four Chicanos were invited to a two-day conference of 29 participants to critique in detail the CEP's fiscal year 1975 planning budget.

In addition, this summer the CEP will be looking at a range of R&D activities related to youth in schools to determine which would be most useful for the NIE to sponsor. Chicanos will definitely be invited to participate. These planning activities will be carried out by competitive grant announcements, and will be the basis for determining what developmental programs we should initiate if and when we receive additional funds. Chicano groups as well as other minority groups will be actively encouraged to bid for and to participate in such projects.

Considering the amount of new money available to the CEP and the broad scope of its concerns, successful attempts have been made to incorporate the concerns of Chicanos. Clearly, more needs to be done and Dr. Rieder will seek Chicano candidates to fill vacancies as they occur. The present career education staff is sensitive to the concerns of Chicanos and they will receive advice and assistance from the new chairman of the Multicultural Task Force and the Office of Human Rights as they proceed with their program planning and implementation.

Permit me to move on to the concerns you expressed about the Multicultural Task Force. NIE is currently in the process of defining the Multicultural program such that it will cover the total spectrum of traditionally excluded minority groups plus others. A series of agenda building and program planning activities involving minority group individuals are underway. Recently, several meetings were held between members of the Multicultural Task Force, the Office of the Adviser to the Institute for Human Rights, and leading Mexican American scholars to plan substantial activities in this area. These scholars will work with NIE in a variety of planning activities, and will also carry out research and development activities.

A recent two-day conference was also held with representatives from agencies within the Washington, D.C. area, such as the National Education Association and the American Sociological Association. The group was composed of blacks, Chicanos, Puerto Ricans, American Indians and majority group members.

We anticipate that as the Multicultural unit becomes fully operational under Dr. Silva, major R&D activities involving Chicanos as well as other minorities will be initiated, assuming adequate funding of the Institute.

With respect to concerns you expressed regarding the Office of Research Grants announcement, I agree with your observation that a document of this significance should reflect the input of minority group individuals. The development of the selected issues included in that document was integrally connected with the development of the final NIE priority issues approved by the National Council. These issues cover about 70 percent of the Institute's activities. While the conceptualization and development of the priority issues was an in-house endeavor, the issues stem from the Congressional debate leading to the NIE authorizing legislation, meetings and conferences held with various education special interest groups--including minority groups--within the past one and one-half years, and from papers and conferences commissioned by the planning unit which preceded the creation of NIE. The Adviser for Human Rights and one Spanish-surnamed staff member were involved in developing the ORG announcement.

Gilberto de los Santos

We have already begun a review of the ORG program including the announcement, the solicitation process, the review process, and other features related to improving the participation of minorities in NIE research. It is obvious that the planning of future programs in this as well as other areas of the Institute must involve substantial input from the various minority groups. We anticipate that this will come about through increased minority staff, and through the use of external experts.

In developing the ORG announcement, an effort was made to formulate the content of the selected issues in sufficiently general terms to encompass a broad range of activities. Our failure to use the term "bilingual education" rests on this intent. We do, however, use terms which can subsume this and other references to specific educational approaches or concepts. For example, in essential skills we refer to research in learning skills needed to function adequately in American cultures, research focusing on the needs of students from low-income and minority families, and the nature and effect of nonschool influences such as family, community, culture, and so forth. The "Relevance of Education to Work" gave special consideration to studies focusing on the needs of minorities, among others. The whole of the "Diversity, Pluralism, and Opportunity" issue lends itself to the problems, needs, and concerns of minorities, including Chicanos. For example, in this issue we stated that research posed should be sensitive to the capacity of organizations to respond to diversity and pluralism in characteristics, values, and cultural differences of clientele. Nevertheless, the point you are making is well taken and will constitute a focus in planning the next program of this kind.

In addressing your concerns raised regarding the number of major R&D efforts directed to Mexican Americans, allow me to say first that all major NIE R&D projects were transferred from OE and OEO. As you may recall, our FY 1974 budget was cut from $162 million to $75 million, a reduction of 53.7 percent. Funds required to meet project commitments for FY 1974 totaled $76 million; $1 million more than the NIE allocation. Only through deferred funding of projects were we able to free funds for a small number of new activities originated by the Institute, the largest being the research grants program. The fact is that since its inception the NIE has not been able to initiate substantial major R&D programs. We anticipate being able to plan and implement major NIE-initiated programs in FY 1975 and 1976 involving minority groups. Of course, this does not mean that some new activities involving minority groups will not be launched in FY 1975. This is particularly true in the case of the Multicultural unit. I realize that my response may be far from satisfying, however, I expect that our movement will be more rapid when we can devote more of our funds to programs initiated by NIE.

Gilberto de los Santos

Regarding your question concerning the funding of the Bilingual Early Elementary program at SEDL, I think it would be useful to point out that the project, a development program, was almost completed when it was transferred to NIE. Subsequent to the transfer, efforts were made to transform it into a research program. Funds were provided by NIE for the development of a proposal to this effect. Subsequent to its development, it was reviewed and rejected on substantive grounds.

In my previous response to your inquiry concerning Dr. Acosta's scheduled role in the San Angelo conference, I am sorry if I gave the impression that I think the problems of Mexican Americans and Puerto Ricans are the same. My purpose in mentioning both Mexican Americans and Puerto Ricans in connection with some of the concerns you expressed was an attempt to convey the idea that the Institute has on its staff persons who bring perspectives which are identifiably different from those of majority group individuals. I assume that, while the concerns and problems of the traditionally excluded minority groups are different, the members of these groups do share certain common experiences. For example, all have been excluded from full participation in the society to some degree.

In response to your questions about Dr. Robert (Kelly) Acosta, you may know that he was appointed by the Institute in March, 1973, to serve under the general administrative direction of the leader of the unit then called the Applied Studies Task Force, in the area of bilingual education programs. Shortly thereafter, it became apparent to both Dr. Acosta and to the Institute that the expectations of neither were being met. Dr. Acosta has indicated that his skills lie in the management and administration of operational programs rather than in the conduct of educational research and the formulation of research agenda. The resolution of this admittedly unfortunate circumstance is a matter that must be handled between the two principal parties involved; namely, the Institute and Dr. Acosta, and not in the public forum. I am certain that you recognize and appreciate the privileged nature of such situations. Dr. Acosta will, however, continue to be called upon to contribute his considerable skills and his knowledge to our program efforts as long as he remains available to us.

In response to your concern regarding invitations to meetings of the National Council on Educational Research (NCER), allow me to point out that the issue of open or closed meetings had to be decided by the Council itself. You will be interested to know that the Council decided on open meetings at its meeting in Dallas in January. Executive meetings of the Council will be closed. Announcements of Council meetings are published in the Federal Register and, as with all governmental agencies, special invitations are not extended. I have enclosed for your information a copy of NCER Resolution No. 013074-8 which defines the nature and types of meetings of the Council and explains the procedures for participation of members of the general public.

Finally, you should be aware of the fact that this Administration has substantially increased its commitment to bilingual education. In addition to funds requested for the Office of Education, Under Secretary Carlucci has testified as to the need for an additional $4.5 million for NIE activities in bilingual education. These funds would be used to evaluate cultural biases in tests and to determine teacher attributes that are effective in instructing bilingual children.

I appreciate the concerns raised in your letter and the candor with which you expressed them. The concerns you raise are our concerns as well. I hope I have responded to you in a way you will find helpful. Thank you for your continuing interest in NIE.

Sincerely,

Thomas K. Glennan, Jr.
Director

Enclosure

NCER Resolution No. 013074-8

RESOLUTION OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

NATURE AND TYPE OF MEETINGS

I. INTRODUCTION

The National Institute of Education (NIE) is continuing to develop strategies and practices for public understanding of, and involvement in, the planning, operation, and review of NIE policies and activities. It is recognized that there are both general public interests and special concern of group and individuals which must be taken into account.

Although the burden for developing and maintaining such interaction lies with the Director and staff of the Institute, Council members believe that both collectively and individually they can support these efforts and improve their own work by providing for public attendance and participation in sessions of official Council meetings.

The Council believes that it is important for the public to know and understand the Council's policies and the reasons for these policies.

II. COUNCIL ACTION

It is, therefore, resolved that the general policy of the National Council on Educational Research (NCER) is to conduct open meetings and to allow the public to attend those meetings.

To enhance public awareness of its activities, the Council will:

- --give prior public notice of Council meeting dates, places, and tentative agendas;
- --release to the public the approved minutes of meetings; all Council resolutions; and press releases, policy papers, and reports when appropriate;
- --expect that NIE staff members will solicit public opinion as part of the normal program planning process and reflect this opinion in material presented to the Council.

Persons who wish to submit written statements to the Council may do so at any time. Members of the public who wish to address the Council in person must send a copy of their proposed statement to the Chairman of the Council and the Council's Executive Secretary at least ten days in advance of the meeting at which they wish to speak. The Chairman will determine whether a presentation is appropriate or whether the written statement will suffice. All written statements will be acknowledged.

EXCEPTIONS

There are only two situations in which, for compelling reasons, all of a meeting or portions thereof may not be open to the public:

1. The Council shall, as is common to all decision-making and operative bodies, hold executive sessions. One such session shall be held at each Council meeting. Only appointed and ex-officio members of the Council shall be present at executive sessions.

2. The Council may hold closed sessions in order to discuss, or have presented to it, documents, materials, information, opinions or recommendations that would be exempt from disclosure under the Freedom of Information Act. This might include information whose public disclosure would constitute an unwarranted invasion of the rights of privacy of an individual or a breach of the necessary confidentiality of certain documents or materials. Attendance at closed sessions shall be limited to Council members, invited members of the NIE staff, and other persons invited by the Council. Normally, the schedule for closed sessions and the items to be discussed during those sessions will be generally indicated on publicly available agendas.

Some examples of items that might warrant a closed session are:

--Examination of NIE budgets that are still confidential within the Executive Branch of the Federal Government;

--Any discussion of an NIE program which by its nature must refer to any confidential grant, contract or budget information, or to a particular person, if the disclosure of particular information would be an unwarranted invasion of privacy, or if the premature disclosure of such information would hamper NIE operations;

--Consideration of internal NIE memoranda or other documents that would be exempt from disclosure under the Freedom of Information Act.

Any resolutions passed or actions taken by the Council at either an executive or a closed session shall be released to the public in the same manner as done for open meetings.

This resolution is effective January 31, 1974.

Patrick E. Haggerty
Chairman

1-30-74
Date

APPENDIX E

TRANSCRIPT OF FRIDAY, JULY 26, 1974 SESSIONS

NIE/NATIONAL EDUCATION TASK FORCE DE LA RAZA SYMPOSIUM
TRANSCRIPT OF FRIDAY, JULY 26, 1974 SESSIONS

The following small groups gave presentations and recommendations in meeting of 7/26/74:

1. Collegium of Scholars and Research and Development. Report made by Dr. Willie Sanchez.
2. Curriculum and Linguistics. Report made by Dr. Dolores Gonzales.
3. Phychological and Social/Cultural
4. Policy, Personnel, etc. Report made by Dr. David Conde.
5. Technology. Report made by Martha Urioste.

The meeting was called to order at 10:00 a.m. by Dr. Casso. Various introductions and other opening remarks were made. The meeting was then turned over to Dr. Juan Aragon.

Dr. Aragon's remarks: There seems to be some constraints that the NIE resources have to propose: to take advantage of this kind of brainpower. We hope that NIE will be listening and will decide how they want to react to what they hear, what they would like to buy, and what commitments they can make. At the conclusion of that, there can be discussion as to whether NIE's interest in buying to is or is not acceptable. If so, all afternoon will be spent in discussion that. If not, we must discuss what collective efforts can be gotten into. After each of the groups reports, Dr. Casso will make a summation before NIE responds.

Group 1

Two entities were condidered: (1) "think tank" or "collegium of scholars". "Think tank" will be used for the moment; and (2) R & D Center. The group is in agreement that it is necessary to conceptualize both of these entities. Both needed to begin to identify problems, issues, and needs of community. The Think Tank should be organized so that they can begin to identify these problems and come up with an "encyclopedia" of research. The design and implementation part of the research components are needed. They constitute a viable first entity of solution of these problems. It is agreed that identifying issues and developing means to solve these problems should be done together. There is a need to develop major spokesmen for the community. People need to have the time to concentrate on the identification of these issues; for a long time we have been reacting to things and feel it is time now to begin to initiate and address the issues so badly needed. We need both expertise and "collective maturity." We have a great many individuals who are very mature but have never had time to interface with one another and modify thinking, etc. We should get together and identify and clarify problems and formulate a way to present them to the rest of society. Integral intimacy is needed and collective maturity to present these needs to the country.

We need to begin with an assessment of the state-of-the-arts. We need to conceptualize some new models. We found ourselves modeling ourselves around already-existing agencies - is this what is wanted? We need a regenerative facet. We need to realize that one-year funding is not going to solve problems and need to afford ability to keep regenerating and continue solving problems that beset the population. Entities should be thought of as "open ended." It should be interdisciplinary entities and take advantage of the energy the different disciplines can bring to one another.

We need pure as well as applied research. R & D center should provide the basis of Research and Development. The center should be both product and process oriented. It should try to avoid some of the faults (?).

Also need to avoid the defense syndrome. Need to be open so that problems can be solved. It should have the ability to do an assessment of resources and designs that already exist. It should take an inventory of these and select the ones needed. It should give direction to other programs, seek other funding sources, and should be able to present programs to various funding agencies.

Long-term funding is very important. The first two years are needed to prepare, design, and staff these entities and find management substance. Accountability makes more responsible. We need to sharpen and focus individuality. The first year could prepare the management and in the fourth year would be ready to take advantage of the agency built.

Group 2 - D. Gonzales

Many of the points mentioned before were discussed in this section also. The focus of discussion centered on: (1) change of development of cirriculum research in linguistics. We want input as to priorities to research. (2) Stressed establishment of an R & D center and the limitations and advantages of that center. An alternative was coercion approach. Institutions of higher learning should develop models. (3) Teacher training and learning areas. Would like to see research done in the process of bilingual education. Action research was emphasized. Applicability in teacher training and classroom are important. A multi-disciplinary approach in the field to be feasible because it would tend to integrate the areas. Should be a feasible thing for all children - bears some research. Deficit models research should not be funded by NIE. It was suggested that the research center would have various "satellites." Thought about trying some of the entities within institutions but institutions have a set of guidelines and you end up with programs being very limited by the institutional philosophy. We need more freedom. There needs to be a vehicle whereby the institution and the group can "tie in." Biggest point might be that (depending on where one comes from) once it is defined the kind of R & D center priorities, it is going to be most important to try and decide what best arrangement enables them to reach a goal."

Group 3 - A. Sutton, E. Bernal

We would make one general recommendation: research on research is needed.

Philosophical questions are very important, i.e., the question of a deficit approach to education; and philosophy that is keyed to questions of research. These are related to Chicano-related research. There might be a difference in many cases between research carried on by Chicanos and Chicano-related research. Because of the lack of voice by Chicanos in research, people fall back on traditional voices, traditional topics, where there might actually be more innovative projects which could and should be funded. Part of a "think tank" should include an effort to research research projects. See if there might be any relationship between Chicano research by Chicanos and significant research by others.

NIE should have some way of reviewing proposals to get the best research for dollar value.

There is a need to establish criteria for new ways of instrument development, i.e., in area of language, instruments the results of which can be translated into teaching criteria or perhaps developing a Chicano IQ test. Suggest that there is a strong need to develop realistic evaluation for children who need to be evaluated in terms of two languages. Some general model of bilingual education program evaluation which can be adopted for local use.

There needs to be a mechanism by which research can be used at the "grass roots" level. Diffusion utilization needs to be understood from the Chicano standpoint. Good educational projects can be "knocked in the head" by institutions supposedly utilizing our products. There is a need to make institutions more responsive to Chicano needs. We would also make a general recommendation in the philosophy of research: Approach tasks from the point that bilingual education usually approached, i.e., we have to talk about long-range goals, etc., but not forget the immediate needs and objectives. Important to capitalize on what there is now. We urge NIE to fund one major task as the initial thrust: research on research that has been done on the Chicanos. We need to sit down ideas on philosophy of education on which our Chicano group can agree. We would generate terms on Chicano or non-Chicano research and identify high-priority research of basic philosophy. It would be sort of a "first, emergency" thing to be done. We strongly urge Chicanos to not be limited to the multi-lingual, multi-cultural area. We need to expand research opportunities for Chicanos.

Group 4 - D. Conde

Our committee was charged with four general questions: (1) What kind of in-house staffing in NIE? (2) What kind of scholars are needed and procedures for finding them? (3) Amplify input (4) What kind of recommendations are needed for personnel which might include consultants or specialists who could make recommendations.

The group addressed: (1) policy issues - this should be addressed to council on NIE. (2) Personnel - Using advocate agencies in Washington. (3) research - could go to NIE. (4) communication - should go to task force.

1. The group wanted to make a strong point in terms of the fact that we are going to get involved in the NIE function whether NIE likes it or not. The various problems of lack of voice, lack of personnel should be a concern for this symposium. We are not going to let issues die. In these four areas the recommendations are: (1) policy: the group moved that the National Council establish a high-priority policy regarding funding of the Chicano research community and giving technical assistance. Regards Chicano personnel in NIE necessary to begin cycle of funding. NIE should avoid the turning down of proposals on the basis of format and other technicalities. Need for direct line relationship of a Chicano in N.I.E.

2. The group moved that the National Council mandate establishment of review for proposal and active review policy.

3. We as a community of scholars and researchers assure involvement of population of interest be written into the NIE legislation for our interests. (NIE is governed by national council and individual components wouldn't have advisory bodies). The body should support Thomas Arciniega. Support advocates in Washington. The purpose of this activity would be in such critical areas as increased high positions on the staff of N.I.E. In the area of research issues a group effort should be developed for the purpose of identifying Chicano Ph.D. candidates so that NIE can identify them early.

4. Executive committee of the tasks force should address itself to dissemination of ideas and information. Issue relative to criteria for scholars and scholars in residence at N.I.E.

Group 5 - M. Urioste

Our first recommendation is: to make our Chicano community aware of the necessity of the application and utilization of technology. We want it to include the use of satellites in this also (as of Monday satellites will beam BCTV into many rural communities). Technology is here to stay and either we are going to get involved and be the forerunners of technology or someone will do it for us. Our second recommendation is: Do not become overly concerned with traditional values. We need to be concerned with technology and not overly concerned with that which has been received. In order to maximize the federal dollar, NIE must combine the delivery system with other fact-oriented programs, i.e., Title 7. There is a need to tie these together. There must be more Chicano input in NIE. Find the Chicano people who are experts in technology; outline how technology will be used to promote Chicano research and development of relevant educational materials, techniques and media. We must become knowledgeable in the powerful area of technology.

Discussion

Dr. Rene Cardenas - Cable licenses are "up for grabs" by nonprofit organizations. We need to collectively apply for these licenses. Many are available for developing the cable system within the small communities.

Dr. Bransford - This is a "spin-off" of a larger program. NIE is supporting our project but it is not specifically supporting this particular effort. It is not costing any money other than the time of tilting the satellite.

Jose Cardenas - Many states are not providing the funds necessary to provide for the special needs of atypical populations. In Texas, many children receive from $328 per student to a state high of $7,332 per pupil. Similar types of inequities exist in California, Colorado, and Arizona and there are many loopholes in New Mexico legislation.

At a meeting of educators in Atlanta - a national conference of educators - I was the only Spanish-speaker. At a similar symposium in Silver

Springs, sponsored by USOE where much of the educational funding was being decided, out of 600 present, I was the only Spanish speaker there. It is imperative, in addressing ourselves to research, to find the "rip offs" in public educational finance, that we are present when the groundwork is being discussed.

The fact that NIE has turned down three consecutive proposals which I have submitted this year is lamentable, particularly when the Ford Foundations, in reviewing some of the work being done, said it was the finest utilization of funds they had ever seen. Conversely, because of "technicalities" they were rejected by the NIE.

There are almost no Mexican Americans involved in the identifications of inequities in state systems nor in the development of alternative models for in-house finance.

It will be impossible to implement new programs for Mexican American children without adequate financial resources. The implementation of Lau, Portales, etc., will be dependent on the availability of adequate fiscal resources through equitable state programs in school finance.

Dr. Casso - This points out a need and should be a sixth area. This particular area should be synthesized by several persons.

Rene Cardenas - I was in Gil Chavez's office - someone there said Joe couldn't follow guidelines. I feel that if Joe was "shot down" what chance do the rest of us have? Make motion that Joe's three proposals be consolidated into one and be given funding.

Dr. Jose Perea - We should not whitewash the issues - issues are expressed and the extreme necessity of moving forward on this thing should become a report like other reports. It is important to move forward on it - expect some action or reaction or we will act or react and emphasize self-determination. These words should not be diffused and lost in space.

Alex Mercure - How do we get results of some of the research diffused into the public education system, i.e., TV, media in technology. Educators have been reticent in joining groups such as the one in San Francisco applying for a cable license. We need to link up with them. FCC has policies of licensing, etc. FCC has required periodic hearings on renewal of licenses - one of the important issues is the serving of the community. They have a public responsibility on the licenses. There are approximately 17 cable companies in New Mexico. Many city councils are predominantly Mexicano and would be very happy to cooperate in taking the licenses away from groups not meeting the needs of the community.

How do multi-cultural groups get their messages across on public television. As it doesn't meet the needs of Chicanos where do we pick up responsibility to see that it does? Cooperation for public broadcasting has been funded to provide community services and it doesn't.

The entire community has been suffering from the same kind of problem. This task force should develop some coalitions with the entire community. This could be mutually beneficial.

Casso - This latter statement is a major contribution. Other introduction of Castanada.

Bambi Cardenas - I felt that Jose and Rene Cardenas did not go far enough. I have had the sense at some times that NIE is really "scared stiff" to deal with the individuals who have had the strength and fortitude to do what needs to be done. If NIE is going to have any credibility and deserve one bit of political support, it is going to have to prove that it has the guts to deal with the people who have the strength and intelligence to carry it off.

Dr. S. Gonzales - Apathy - Utilization of research done in the last few years. We already know that differentiated staffing is vital. We know the importance of teacher aides who can identify with the Mexican-American child. Yet there are more and more Chicano children in mentally-retarded classrooms than the average. We have to undertake critical inquiry into the dynamics of political change and utilize research that has been already done.

Dr. Thomas Archiniega - I would like to correct misconception. NIE meeting held attended by Juan, Rene, Hank, Joe, Andy, and all NIE staff members.

Summary of the Meeting

Principal areas of concern: discussion which led to an agreement of a more focused area of research, 2) to some of us, all we are really talking about is the $3.5 million comming for bilingual programs; 3) a request made of NIE to look at the possibilities, estimate, and give some ballpark estimate of the situation as to what NIE could and could not do in some of the discussions. NIE profession on what they could commit involved around: (1) Resources; (2) Funding on a proportionate basis - the Chicanos could be funded to their proportional research; (3) NIE could commit themselves to giving priorities to the hiring of Chicanos in key positions and panels, discussions, etc.; and (4) could commit themselves to present the needs that evolve from this session in this conference to the NIE director in order to get NIE to give serious consideration.

NIE Could not commit themselves to: (1) dollar commitments to an R & D center due to the following considerations: (a) too much money, (b) NIE policy on institutional support due to accountability, (c) now an institutional policy crackdown on sole source institutions, (d) would need to go to the NIE advisory panel anyway. Personnel expansion: (a) in the discussion about "where we are" and what we could do to improve upon that picture, there is a need to "pull all the stops" and put something in the congressional record to earmark our portion of the $3.5M: (b) considerable discussion on NIE support and complete consensus of disagreement on that policy; (c) complete consensus on the part of the Chicanos that it is imperative that we resist shopping list approach of educational needs and NIE be forced into approach of assisting disfunctualities (d) agreement that NIE needs to go beyond NIE functional models in discussing Chicano educational needs. Needs to take into consideration adjustment effects on Chicano children. Development of alternative models. (e) some discussion about problems with the appointment of Jose Gomez to the NIE. Could be an example of NIE foot dragging. Need to look at how NIE is or should be structured and more importantly, the NIE director.

Remarks by Dr. Trujillo

Thomas Arciniega: Need to "set the stage" for whatever NIE is going to do. We have the feedback from committees and now urge anyone else to provide whatever views on what was going on.

Hank Quevado: Would like to present a resolution with a personal request that there be no second. . . (see resolution in Appendix C).

Aragon: Closing remarks

Because some of the recommendations to NIE go beyond the scope of our Multicultural Task Force, they will be dealth with by Dick Werksman. We are working together in trying to meet the demands of the group. There will be Chicano representation in the hiring of the Bilingual Director and whenever the need arises for the above I can make certain that the Task Force de la Raza knows about it so that you have knowledge of the people we intend to bring aboard.

NIE planning process calls for package plans. No package will move out until the National Education Task Force de la Raza has an opportunity to comment on it. This is particularly true in the fact that the National Council on Research (NCR) must comment on all packages. Every year there are five openings in the council. You can count on my support to try and insure that at least one of the new council will be a Spanish speaker. If it is true that any proposal having to do with the multi-cultural groups will be handled by the Multi-cultural Task Force, I will guarantee that there will not be one proposal funded which involves the deficit model.

I will always be thinking "Spanish speaking".

The National Education Task Force de la Raza will be called upon by the Multi-cultural Task Force to help in considering things like reviewing proposals and developing proposals.

Hiring: The person who will be hired for the Bilingual Education position will be completely satisfactory to the National Education Task Force de la Raza. There is a policy within the institute that there is to be no advisory committees.

I will commit myself to try and get NIE to reconsider this position and push for the formation of such a body. The agreement will be mutually satisfactory. When time comes for dissemination (and this is a safeguard) my office will be called upon to make recommendations and I will have the National Education Task Force de la Raza assist with dissemination.

Reaction and Commitment by Mr. Werksman

Before I forget, I want to open with a personal statement of gratitude to the people who are here for having having come to the conference. At the same time, I would like to make a distinction between the National Education Task Force de la Raza and the Chicano community. We are indebted to the National Education Task Force de la Raza for having set up the meeting and for others for having attended. NIE deals with all organizations and all individuals. I find the word "commitments" used incorrectly but will use it. You have my commitment: In addition to what Milt said there is currently a review being made of the ERIC system. NIE has responsibility for dissemination and we are reviewing what ought to be done with ERIC. Everyone believes there ought to be a separate clearing house for ERIC but when I go back I will find out which Chicano employee or consultant is working on that problem and I will get back to the Task Force on whether or not there ought to be a separate clearing house. For dissemination to be effective, you have to work with the disseminee.

There is currently being circulated within NIE as an internal working document, a paper on participation of minorities in research. There were at least five Chicanos who had input into this document which sets forth a plan for Chicanos in NIE. (These numbers were challenged)* It has been distributed to the Equal Education Opportunity Committee.

I will support Milt's efforts to block any funding which supports the deficit model.

I will make sure that the Task Force is placed on every appropriate mailing list to comment on and participate in NIE's activities.

*Parenthesis are author's

I will review current NIE RFP lists to see what they reflect on Chicano lists and consider any firms that submit their recommendations to me. I accept together with Milton responsibility for any follow-up to this conference. I would like to take the opportunity to point out what a very accurate job Tom Arciniega did in explaining the situation NIE employees here find themselves in, in relation to the requests made for high dollar long-term funding. I think I ought to share with you the action of the American President. . .

Recommend to everyone, that the $4.5 million being requested by the administration for bilingual education be fortified by everyone who has any influence.

Dr. Rupert Trujillo - Question: Are we talking about what happens if we get additional money?

Answer: As things stand now the commitment base precludes any commitment and there is a plan to free money in this area. There will be a plan to free up money through the institute. One further comment: there were a number of needs expressed this morning in concern with documents which do not now exist without which I believe you are saying effective research is extremely difficult. We are interested in discussing further the possibilities of gathering some of those documents funded in the event money is freed.

In hope of incorporating recommendations into what will become the Multicultural Agenda. It now is curcial we get input as to what priorities are so that we can establish our criteria. We would like to merge them.

Dr. Rupert Trujillo - How do you propose to go about money? Who is involved in the NIE staff, how do you propose to go about it?

Answer: It is across the board at NIE. It will probably be mostly an in-house determination based on the sensitivity of the people who are going to be cut into. It is across the agency making every office now responsible for those commitments on how much can be freed.

Dr. Jose Cardenas - Very frequently when we address ourselves to these problems we hear "you are going to have to help us find the funds," then you make statements that there is $75 million. If that is true, I think perhaps 30 should be going to the education of Spanish-speakers in this country. We want to get into the basic NIE staffing, program planning activities, and expenditure of funds.

Answer: I would not mention the Spanish-speaking program going on at NIE right now.

Dr. Ernest Bernal - The problem is that we do not have a Chicano that can go directly to the director. I recommend that there is a line person (Spanish speaking) within NIE who answers to the director.

Alex Mercure - It is important to put Chicanos in the allocative roles. This is not just for Chicanos but for everyone who needs this sort of assistance.

Dr. Ernest Bernal - It does not need to go just through the multicultural area.

Answer: The Puerto Rican people in that package makes the same point--that documentation is under the same consideration at NIE.

Dr. Simon Gonzales - I believe it has been established that we have serious reservations about that conference expressing inadequately our research needs. I would therefore like to suggest that it be titled: "Observations Concerning Chicano-Related Research Needs in Related Disciplines." It would then not be confused with the direction this conference took.

Dr. Jose Gonzales - The Montana Education Project of $20million or 20,000 per family. This is a career education program inherited from the Office of Education if the Wall Street Journal article is correct. I would be very much surprised if that project is cut.

Answer: Yes the article is correct.

Dr. Jose Cardenas - Can we not expect that every time you try to do that you are going to run into severe political problems?

Hank Quevedo - Suggestion of terminating

Dr. Rupert Trujillo - Since the decision was made yesterday on cutting down perhaps it is a little too early to ask, but what procedures will be used to decide who gets cut? In NIE, as all other organizations, the last people to be hired are minorities so I am afraid they will be cut.

Answer: All I know so far is what I have heard on TV. I think it would be interesting to analyze how many out of those 40,000 will be people who retired. Short of commitments that have been made, they probably will not fill those positions.

Dr. Rupert Trujillo - Let us assume the decision reads that NIE has to cut five people. What criteria would be used?

Answer: I don't know - I just don't think it would be fair to say there will be any more discrimination in firing than hiring.

Dr. Juan Aragon's Summary of NIE response to what was presented this morning was:

Chicano representation - Every effort will be made to include Chicano representatives in via the National Education Task Force de la Raza.

Program planning - the Multicultural Task Force will have involvement from the Task Force.

Personnel commitments - to support at least one council member who will be Spanish speaking.

No funding of deficit models will be supported. The Task Force direction will be sought. Head of the bilingual program will be acceptable to the Task Force.

Personal commitment to review minorities in research.

Task Force will be on the mailing list and distribution lists will be reviewed. In addition if NIE decides to develop some of the papers it needs in terms of heads identification, NIE will consider buying those documents from a group such as this.

Conclusions: Statement made with recpect to nonfunding - Milt's commitment should be limited to his area of responsibility. It is not if the ERIC system is reassessed, the ERIC system is to be reassessed.

Possibly we have the wrong people here. We thought there would be people here who could make commitments. What I really see in terms of commitments is that you are now willing to live up to the commitments in the charter of the NIE. You are saying you will see to it that the committee will live up to what is required by law. The only person more embarrassed than you having to say that was me trying to listen to it.

Aragon - There seemed to have been a basic misunderstanding of the purpose of the meeting in that it was believed NIE had asked to be prepared to make commitments.

We will probably accept your definition of what the meeting was to be. The meeting was called to explore and identify areas of research for the Mexican American and Chicano of this country. This was to be accomplished by gathering some of the finest brains in the country.

APPENDIX F

NEWSPAPER ARTICLES OF SYMPOSIUM

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B-12 ALBUQUERQUE JOURNAL Thursday, July 25, 1974

Symposium on NIE Opens Here Today

How well the National Institute of Education (NIE) is responding to the educational needs of Mexican-Americans will be one of the areas under discussion at a symposium today and Friday at the Airport Marina Hotel.

The NIE Multicultural Unit, Washington, D.C., and the National Education Task Force de La Raza, whose national offices are at the College of Education, University of New Mexico, are co-sponsoring the symposium.

"SOME 50 OF THE top Mexican-American educators from more than 20 universities and colleges throughout the country are expected to critique the 1975-76 NIE agenda, especially in the areas of curriculum, psychological testing, social and cultural issues, and linguistics," said Antonio Esquibel, doctoral candidate in education administration, and national coordinator for the Task Force de La Raza.

The National Insitutute of Education was founded by Congress to provide educational research in critical areas and trends of education, and since its founding, NIE's Multucultural Unit has met with a number of ethnic and racial groups throughout the nation.

"The Task Force de La Raza was called upon to co-sponsor this symposium in order to build a better, more effective relationship between NIE and the Mexican American community, especially in helping to bring about more responsiveness to the educational needs of the Mexican-American," Esquibel said.

ANOTHER AREA expected to be questioned is how NIE's research is dealing with recommendations made in the sixth report of the U.S. Commission on Civil Rights entitled "Toward Quality Education."

"There is no doubt the National Institute of Education will receive positive and forceful direction from symposium participants," said Dr. Henry Casso, UNM College of Education professor and executive secretary for the National Education Task Force de la Raza.

"We expect some meaningful dialogue and especially some meaningful results from this session," he said.

Dr. Rupert Trujillo, chairman of the task force and recently appointed director of continuing education for UNM, will officially open the symposium this morning.

THE NEWLY APPOINTED director of NIE's Multicultural Unit, Dr. Milton Silva, will present NIE's 1975-76 agenda.

Among participants will be the U.S. commissioner of education for the Dallas Region, and representatives from the San Francisco and Denver USOE regional offices.

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ALBUQUERQUE JOURNAL Friday, July 26, 1974 D-1

Educators Plan Problems Talks

Long-standing problems between the National Institute of Education (NIE) and Chicano educators may come to a head today as representatives of both groups continue a two-day symposium at the Airport Marina Hotel.

Arranged to discuss how well NIE is responding to Mexican-American educational needs, the symposium changed direction Thursday after what one observer described as a "heated" discussion of past problems.

UNDER THE change, spokesmen for groups into which the symposium divided itself late Thursday will present their versions of needs in five areas and proposals for NIE to meet them, a symposium spokesman said.

NIE is expected to respond to the presentations, according to Dr. Rupert Trujillo, former assistant dean of the University of New Mexico College of Education and new director of the UNM Division of Continuing Education and Community Services.

And if NIE can not make commitments of the kind sought, "the group will move to see if steps cannot be taken to dissolve" the agency, Trujillo said.

He said most of the approximately 50 educators at the symposium from around the nation hold key positions that would enable them to "exert a very definite lobbying effort."

The symposium is sponsored by the National Education Task Force de La Raza, headquartered at UNM, and the NIE Multicultural Unit, Washington, D.C., which has four representatives present, Trujillo said.

He explained NIE was established by Congress to provide educational research aimed at equal educational opportunity.

TO DATE, however, it has funded few projects on the needs of Mexican-Americans and employed few persons of that ethnic background, Trujillo said.

He said NIE spokesmen claim the agency is handicapped by financial restraints caused by a reduction of its Congressional appropriation.

The educators, however, want it to assess present projects to determine if funding for some could be transferred to projects on Mexican-American needs, Trujillo said.

He said some funding now goes for research in foreign countries and the educators feel it perhaps could be better used for the projects they seek.

ALBUQUERQUE JOURNAL

Saturday Morning, July 27, 1974

Educators May Seek Cutoff of NIE Funds

By SUSANNE BURKS

An organization newly formed by Mexican-American educators meeting here adopted a resolution Friday that would call on Congress to, in effect, dissolve the National Institute of Education (NIE) unless certain requests are granted.

The resolution also requests NIE to develop a research grant for a "collegium" — in this case, a "think tank" — on Mexican-American education, but that portion will be held in abeyance until Aug. 3.

THE ACTION was taken during a closed caucus of invited participants and then announced to NIE executives and a reporter at the end of a two-day symposium at the Airport Marina Hotel that drew about 50 educators from across the nation.

The new organization established by the group is the Association of Mexican-American Researchers, cochaired by Dr. Henry Casso of Albuquerque and Dr. Jose Cardenas of San Antonio, Tex.

Copies of the lengthy resolution were not made available to the press or NIE officials at the end of the meeting.

But Richard Werksman, an assistant director of NIE, said his understanding from the verbal presentation was that the resolution would ask Congress to cut off funds to NIE.

IT ALSO asked that any future laws establishing agencies such as NIE include statutory reference to meeting Chicano needs, Werksman said.

A third part called for "injunctive relief" from further hiring unless Chicanos are hired, Werksman said he understood.

Representatives of the Mexican-American Group said the resolution will be released to the press Wednesday.

The symposium was co-sponsored by the NIE Multicultural Task Force and the National Task Force de la

Continued on A-12

A-12 ALBUQUERQUE JOURNAL Saturday, July 27, 1974

NIE Funds Cut Off Proposed

Continued from A-1

Raza, headquartered at UNM, for discussion between NIE officials and invited Mexican-American educators.

Some disagreement emerged, however, over the purpose of the discussion and its direction was changed Thursday to include presentation by sub-groups of their views on needs in five areas and NIE response with commitments.

THE MEXICAN-AMERICANS are unhappy about NIE's alleged failure to fund research projects for and by Mexican-Americans and to hire more Mexican-Americans, and long-standing problems have existed between the two, according to a symposium spokesman.

Werksman, however, said NIE understood the symposium was called to provide Mexican-American input into a document that is, in effect, a plan for future NIE projects.

NIE is an agency of the U.S. Dept of Health, Education and Welfare (HEW), established by Congress in 1972 "to seek to improve education" and deals primarily in educational research.

THE RESEARCH grant sought by the educators in their resolution was for a "think tank" of Mexican-American educators proposed by Friday's first reporting group to identify problems, needs and issues in Mexican-American education.

The group also proposed as a need the establishment of a research and development center to implement ideas of the think tank.

Other needs identified by the groups were in the areas of curriculum and linguistics psychological and social-cultural concerns; policy, governance and personnel of NIE; and utilization of technology.

A statement by Cardenas of the educators' failure to address the problem of public school financing as it relates to Mexican-American education was incorporated as a sixth area of need.

NIE'S RESPONSE to the groups' statements of needs included these commitments by Dr. Milton Silva, director of the newly formed NIE Multicultural Task Force:

— Chicano representatives will be involved in the selection and hiring of consultants, field leaders and panelists.

— The task force will process no program plans with giving the National Task Force de la Raza opportunity to comment.

— He will give his support to insuring that one of five openings on the National Council on Educational Research, NIE's policy-making body, goes to a Spanish speaker.

— The NIE task force will not support funding for any more "deficit models," identified as projects based on the premise of inherent deficiencies in Mexican-American youngsters.

— National Task Force de la Raza assistance will be sought with procedures for disseminating information on research projects.

WERKSMAN SUPPORTED Silva's commitments but neither man would make financial commitments when pressed by the educators, who want funds diverted from other projects to projects for Mexican-Americans.

Werksman said the present NIE situation, constrained by a Congressional reduction of funds, allows for no changes in current commitments but that a plan is in the making to free money across the agency, some of which will go to a bilingual-multicultural unit.

He said he and Silva, however, can make no commitments.

He also noted President Nixon's statement Thursday that 40,000 federal jobs will be eliminated and $5 billion will be cut from the budget and said NIE has no idea where the cuts will be made.

HE URGED the educators to express their support for a proposed $4.5 million appropriation for bilingual education in view of the President's statement, which concerned inflation.

The educators further recommended a Mexican-American be placed in a high NIE position with direct access to the director and an "initiative" voice rather than an a "reactive" voice.

The NIE officials made no response.

A-8 ALBUQUERQUE JOURNAL Saturday, August 3, 1974

NIE to Consider Chicano Requirements

By SUSANNE BURKS

The National Institute of Education Friday informed a Chicano educators group it is agreeing to the concept of a collegium — or "think tank" — and a plan to meet the needs of Mexican-Americans.

The agreement, relayed by phone by NIE director Thomas K. Glennan Jr., was in response to a resolution passed at a meeting of the educators in Albuquerque July 26 that had set Aug. 3 as the deadline for an answer.

Dr. Henry J. Casso, co-chairman of the newly-formed Assn. of Mexican American Researchers, said Glennan promised to send him a letter with the statement in writing as well as a set of policy actions taken as a result of the Albuquerque meeting.

CASSO SAID THE group, meanwhile, is not dropping the rest of the resolution until it gets the statement in writing.

And if the NIE response, when seen in written form, is not satisfactory, members who will be in Washington, D.C., next week will present the resolution to the House Appropriations Committee at hearings on NIE funding.

They also will present documentation of NIE "unresponsiveness to the educational needs of Mexican-Americans in employment, contracts and educational research," Casso said.

At last week's meeting the educators, called into session from all over the nation by the National Task Force de la Raza, complained about NIE failure to fund research projects for and by Mexican-Americans and to hire more Mexican-Americans.

THE RESOLUTION passed, though not made available to the press in written form, in effect called for dissolution of NIE through termination of funding, as well as other measures.

A major provision called on NIE to fund the collegium of Mexican-American educators to identify problems, needs and issues in Mexican-American education.

"It seems to me that they (NIE) are accepting the concept of a collegium of scholars," Casso said late Friday.

He said he first heard from NIE Friday in a telegram saying the agency had reviewed the group's concerns, had put its top staff to work on the matter and would be giving it top priority.

CASSO SAID HE then called Glennan, asked him what the wire meant and told him he considered the matter urgent and wanted written notice that NIE endorsed the concept of the collegium.

He said he also learned Glennan was thinking in terms of waiting for NIE's next appropriation to meet the educators requests in contrast to the association's thoughts of having NIE realign its present commitments.

Glennan's call late Thursday was the result of that conversation, Casso said.

Richard Werksman, an assistant director of NIE who met July 26 with the educators, told the Journal by phone Thursday that "we are really scrambling here trying to see what we can do" for the educators under law, regulation and NIE poli-

At last week's meeting he had told them the current NIE financial situation, constrained due to a congressional cut-back of funds, allows for no changes in present commitments.2

WERKSMAN TOLD the Journal Thursday that NIE since the meeting has looked at "how we haven't done things right in the past" such as why more Chicanos have not been hired.

He said "it's serious to be accused of the things they are accusing us of" and NIE was trying to determine if

"**WE DIDN'T** try at all or if we tried and failed . . .

"We're just trying to find out what went wrong and what we can do, including possible steps NIE can take immeiately, despite rigid appropriations," Werksman said.

He noted the association's resolution reached Glennan at mid week along with a note saying "they aren't really blackmailing us and don't mean to impose deadlines that make it look like ransom but believe NIE should do something."

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C-4 ALBUQUERQUE JOURNAL Monday, July 29, 1974

Children's TV Program Via Satellite To Be 'First'

By SUSANNE BURKS

The producer of a new children's bilingual educational television series said here last week his show will be beamed by satellite today to the Rocky Mountain states as the first to be so aired to the public.

"It's the first time in the history of mankind that an educational series is being beamed by satellite for showing," said Dr. Rene Cardenas, executive director of Bilingual Children's Television, Inc., Oakland.

"WE TAKE great enthusiasm in the fact the first time shot is a bilingual-bicultural program," said Cardenas, who was in Albuquerque for a meeting of top Mexican American educators from throughout the nation.

The series is "Villa Alegre," a series about a "happy village" in Spanish and English that will explore human relations, food and nutrition, natural environment, energy and man-made objects.

It will be telecast regularly on KNME-TV (Channel 5), beginning in October, according to Byron Knight, program manager.

CARDENAS SAID today's presentation is a tryout of the new satellite project and will go only to those communities scheduled to receive the satellite programs.

Seven New Mexico communities — Cuba, Springer, Questa, Penasco, Dulce, Wagon Mound and Mora — last year were selected for the program project, which is aimed at bringing educational television programs to rural children.

The project is sponsored by the Federation of Rocky Mountain States, which is the distribution arm for the "product," according to Dr. Luis Bransford, director of utilization for the federation.

Bransford, who also was in Albuquerque for the Mexican-American educators' meeting, said the satellite was launched May 30 by the National Aeronautics and Space Administration (NASA).

THE SATELLITE is known as Applications Technology Satellite-F (ATS-F) and the project was initiated with federal funding as the first of several planned using the satellite.

The project represents "a marriage of technological and educational skills that provides a tremendous break-through in providing communities relevant services," Cardenas said.

He said his "Villa Alegre" series, also federally funded, will be shown regularly through the Public Broadcasting System (PBS) to educational TV stations beginning Sept. 23.

The series, consisting of 65 half-hour shows, reportedly has won the support of many congressmen — including Sens. Joseph M. Montoya, D-NM, and Pete V. Domenici, R-NM, — and brought Cardenas a citation last month from the National Education Assn.

THE NEA CITED Cardenas for "creative leadership in resolving critical social and cultural issues."

The show is aimed partly at promoting better understanding "among people of different cultural backgrounds."

New Mexicans involved in its production include Dr. Mari-Luci Jaramillo, associate professor at the University of New Mexico, and Dr. John Aragon, director of the Cultural Awareness Center at UNM.

Dr. Jaramillo is on the board of directors of Bilingual Children's Television, Inc., and Aragon was an advisor.

APPENDIX G

EVALUATION QUESTIONNAIRE

EVALUATION QUESTIONNAIRE OF THE NIE/NATIONAL EDUCATION TASK FORCE DE LA RAZA SYMPOSIUM

A. **Sex:** __________M
__________F

B. **Position:**

President of Univ. or College________
Dean ________
Dept. Head ________
Professor ________
Project Director ________
Associate Professor ________
Assistant Professor ________
Instructor ________
Graduate Student ________
Other (Specify)________________

C. **Level of participation in Educational Research:**

________Elementary School
________Middle School
________Secondary School
________District level
________College or University
________Community
________State
________Federal
________Other (Specify
____
________Not Applicabl

D. **Type of Research Engaged in:**

Applied__________________ **Basic**__________________

Please circle the numerical response which best approximates your choice.

1. To what extent are you now knowledgeable of the NIE 1975-76 Multicultural Agenda?

Not Knowledgeable				Very Knowledgeable
1	2	3	4	5

2. To what extent did the Thursday morning large group session provide you with greater knowledge of the background, understanding and transactions on how this Symposium came about?

Very Little				Very Much
1	2	3	4	5

3. To what extent are you now knowledgeable of the rationale, activities and recommendations of the "Conference For The Analysis Of Applied And Basic Research Priorities Relating To Mexican American Education Needs" held in Palo Alto, Calif. on April 18-19, 1974?

Not Knowledgeable				Very Knowledgeable
1	2	3	4	5

4. To what extent are you now knowledgeable of the list of individuals, institutions and titles of the 1973-74 and 1974-75 proposals to NIE which related to the Chicano community?

Not Knowledgeable				Very Knowledgeable
1	2	3	4	5

5a. To what extent are you now knowledgeable of the projects which related to the Chicano community and were actually funded by NIE during FY 73-74 and FY 74-75?

Not Knowledgeable				Very Knowledgeable
1	2	3	4	5

5b. Would you make any recommendations in this area?_________If so, what are they?

____

____

6a. To what extent are you now knowledgeable of the readers for NIE proposals during FY 73-74 and 74-75?

Not Knowledgeable				Very Knowledgeable
1	2	3	4	5

6b. Would you make any recommendations in this area?_______If so, what are they?

____

____

7. Which of the following small group sessions did you attend on Thursday afternoon?

Curriculum__________ Psychological__________
Linguistics__________ Socio-cultural__________

8. Which specific area(s) in Chicano Education should be researched?

1. ____

2. ____

9. List recommendations to NIE which you feel should be considered when NIE is developing its Multicultural 1975-76 Agenda.

1. ____

2. ____

3. ____

10. What kind of activities do you recommend which would further improve relations between NIE and the Chicano community?

____

____

11. The Symposium fulfilled my expectations.

Strongly Agree				Strongly Disagree
1	2	3	4	5

12. My overall impression of the Symposium is:

Excellent				Poor
1	2	3	4	5

13. Any additional comments you have on the above items will be greatly appreciated. (Please make comment below)

APPENDIX H

CHICANO EDUCATION AND THE NATIONAL INSTITUTE OF EDUCATION

NIE PLANNING UNIT REPORT NO. C 109

Report No. C109
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CHICANO EDUCATION AND THE NATIONAL INSTITUTE OF EDUCATION

Report of a Planning Conference for the NIE Planning Unit

Juan Aragon

Tom Arciniega
University of Texas, El Paso

Ernesto Galarza

Ralph Guzman
University of California, Santa Cruz

Manuel Ramirez III
University of California, Riverside

Reyes Ramos
University of California, Santa Barbara

NATIONAL INSTITUTE OF EDUCATION
Planning Unit

July 1972

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Edited by Mary M. Dupuis, Ph.D.; Harold E. Mitzel, Ph.D., Project Director, College of Education, The Pennsylvania State University.

This Planning document was submitted to the NIE Planning Unit. Views or conclusions contained in this study should not be interpreted as representing the official policy of the NIE Planning Unit, Office of Education, United States Department of Health, Education and Welfare.

CHICANO EDUCATION AND THE NATIONAL INSTITUTE OF EDUCATION

INTRODUCTION

Ralph Guzman

The following papers were written by five Chicano (Mexican-American) educators who attended a July 1972 meeting in San Francisco, California, called by the National Institute of Education (NIE) Planning Unit. The purpose of the meeting was to inform a group of Chicano educators about plans for the new federal agency, which would be created in parallel with the present U.S. Office of Education and take over the research and development function of the latter agency. The Chicano educators received copies of the proposed legislation creating the new agency and other planning documents. They also heard an official explanation by John Mays and Gail Parks representing the NIE Planning Unit.

The Chicano participants argued that they needed more time and resources to examine the proposed design of NIE and intelligently measure the agency's possible impact upon the education of Chicano children. They agreed, however, to assemble a set of papers which would present a preliminary Chicano reaction to plans read and heard. The papers were written quickly without time and without funds. They do reflect, nevertheless, serious reservations and important recommendations made by the group about the proposed NIE.

In many arguments that are made, one general objection seems clear. The NIE cannot possibly succeed as an effective agency if it overlooks the unique educational needs of the Chicano population.

COMMENTS ON THE PROPOSAL TO ESTABLISH A NATIONAL INSTITUTE OF EDUCATION

Ernesto Galarza

Recommendations of subjects for research, development and programming at this time would be premature. These should be determined after the question is answered: where can an agency of such limited resources concentrate them to make the present educational establishment more responsive and effective? Rather than commit itself to "comprehensive national programs," the NIE ought to consider how it can become a comprehensive national force that would be applied to the major resistance points of the educational establishment.

Great care should be taken in adopting the Research and Development concept as the keystone of the NIE. R&D developed in response to the market requirements and the competitive character of industrial management. Education did not. The assumption that an R&D of industrial origin can rationalize educational "growth" has to be examined critically. Failure to do so could prepare the way for acceptance of the Gross National Product in education.

It is a characteristic of good research in education that it yields (a) clinical data about persons thwarted in their development culturally, and (b) correlations of factors that improve the chance for development. If the data are clinical, the scope of the research must be adjusted to the clinical situation and its application hastened to requirements for relief of the situation. If it is correlational, the object should be to remove the obstacles that prevent a new and more effective synthesis of resources.

On the development side of R&D, it should be stressed that education deals with the development of persons and of those types of relations between them which foster a sociology of learning providing for growth beyond self. How is two-fold development of this kind to be observed, recorded and evaluated? Development, in the R&D formula of industrial development, has been concerned mainly with new products as things. In education it can only be appropriate if it is concerned with the human development of persons. On this premise, R&D in education should mean examination of the processes by which children are presently being educated, the goal being to discard those that hinder and to discover better ones that promote such development.

The formal, institutional processes of education to which children are exposed are not the only ones that condition their growth. The family, spontaneous peer groups, the media, and stereotypes of adult behavior are powerful educational agents. The R&D of NIE should not be reluctant to investigate these factors of the total cultural matrix for plus and minus values. It has been said that research is the last resort of institutions that are in trouble. The rationale of research can become an endless series of postponements of decisions and actions. The idea of final truth is an illusion that discounts the value of tentative truth derived from research already in hand. It is to be hoped that NIE will take its chances in supporting corrective action where the facts already known show that some negative condition is at work in the education of Mexican-American children.

In the social sciences, research is apt to behave as if its results will be self-evident and its conclusions self-enacting. But if research leads to a criticism of an existing educational process because it obstructs the personal and social fulfillment of children, the research scheme should consider the strategies by which cultural inertia is to be overcome.

If development in education is viewed as suggested above, the understanding of the political conditions required for reform is particularly important in the Mexican-American community. Mexican parents, for historical reasons, are particularly remote from the educational establishment. Does NIE propose to raise the subject of the enlightenment of this constituency, as research indicates (or has already indicated) the direction of that enlightenment?

NIE seems to be captivated by the idea that only those programs for educational action should be fund that can be replicated on a national scale. A successful demonstration in one community, it is held, can have a high multiplier effect if the problem attacked is widely prevalent. This is an economic approach—the greatest return for the lowest investment. Does this not mean that NIE will have to spend much of its effort and funding on researching the national field to determine what are the chronic educational problems that are common to *all* Mexican-American communities? Does this mean that NIE will not be ready to take significant actions until it is ready to do so on a national scale?

American educational systems work with a very large degree of political autonomy. Property interests and fiscal conservatism are rooted in this autonomy. Administrative prudence bows to them, teachers cringe before them and parents rise to deal with them only in time of crisis. In the Mexican-American community there is no continuing and sustained effort to educate parents about education. Rather than being dogmatic, this education about education can be a reasoned, documented explanation of alternatives. What substitutes for the PTA and school bond manipulations does NIE propose to study as ways to educate parents?

It is hardly debatable that the children of Amer are being increasingly regarded by some sectors of the American economy as (a) a vast potential audience for entertainment and (b) a promising growth market for industrial products. Mexican-American children are not excluded from these projections. Does NIE expect to raise any questions in this connection?

The distribution of federal funds for R&D, as well as the dissemination of ideas emerging from R&D and the administration of programs based on such R&D, takes place through the established network of schools of education, state departments of education, school districts and educational laboratories. These institutions have not formed dynamic groupings with the Mexican-American communities. Does NIE propose to filter its R&D through this traditional network, with its rather sterile history? One of the major accomplishments of federal grants for educational reform and innovation through this filter has been to co-opt Mexican-American educators and immerse them in the sluggish "mainstream" of school administration. NIE will no doubt require Mexican-American professionals for its staff. To what end?

THE MYTH OF COMPENSATORY EDUCATION

Tom Arciniega

In recent years, compensatory education has provided the model for the development of programs aimed at minority populations. The growing rejection of this premise is perhaps best summarized by Ivan Illich:

> Between 1965 and 1968 over three billion dollars were spent in U.S. schools to offset the disadvantages of about six million children. . . It is the most expensive compensatory program ever attempted anywhere in education, *yet no significant improvement can be detected in the learning of these 'disadvantaged' children.* (Italics mine.) (*Deschooling Society.* New York, Harper and Row, 1970, pp. 4-5).

The literature documenting the failure of the compensatory model has grown rapidly. Gordon, Hamilton, Brischetto and Arciniega, Ramirez, to name only a few, have criticized the preoccupation of the compensatory education movement with the identification of dysfunctional characteristics of the deprived and the view that almost any deviation from the majority culture is dysfunctional.

In 1970 the Texas Advisory Committee provided the impetus for the policy statement made by the office for Civil Rights which reflected the operational philosophy that school districts should provide a culturally relevant education such that the culture, language, and learning styles of all children are recognized and valued. (U.S. Commission on Civil Rights, "Civil Rights in Texas." Washington, D.C., Government Printing Office, 1970.)

The mounting failure of the compensatory approach is being met with dismay:

> The frustration and anger of the lay critics of "education for minority-poverty children" because of the failure of schools to meet the demands for palpable evidence of success on any or all criteria is matched by the concern and despair of those professionals responsible for producing results. Rationalizations used in past years that the programs were too new, the funding too weak, the staffs too few and unprepared, the social problems too pervasive, are no longer acceptable to the community supporting the schools. (Adelaide Jablonsky, *Status Report on Compensatory Education.* Information Retrieval Center on the Disadvantaged. Teachers College, Columbia University. Winter-Spring 1971; Volume 7, Number 1-2, p. 1.)

The urgent need to move vigorously toward redirective change in the public educational system is clear. It is clear, too, at this point that we are not talking about small incremental changes in the institutional setting of the school, but rather redirective efforts that must be dramatic and broad-gauged. The challenge is clear: the times demand that we organize and use our schools to promote the type of society America "ought to be" and less a reflection of "what is."

The educational system which is suggested in accordance with this view should have as a basic organizational goal the promotion of cultural pluralism. Schools and universities would be structured to provide Chicano students with the basic knowledge, skills, and political awareness to work effectively within the societal institutions, while at the same time promoting positive institutional changes in the opportunity structure for the benefit of minority members. Bicultural schools with bicultural curricula would be essential basic elements of this type of school system. Both English and Spanish would be utilized at all levels as media of instruction with the specific intent to develop functional proficiency in both languages. Chicano culture would be reinforced along with the majority cultural system. Ideally, Chicanos and Anglos alike would complete their schooling able to function adequately in both languages and both cultural systems.

The focus of redirective efforts would be on changing the educational system to meet the needs of culturally different students. Changing the structure, curriculum, and normative "set" of the school system is seen as a more viable approach to educating *all* students than changing the child to "fit" the school. Schools would be representative of the communities they served in the ratio of minority administrators, teachers, and counselors. Special emphasis would be placed on developing schools as microcosms of the "ideal pluralistic" society.

The mounting of an alternative, more humanistic paradigm to the compensatory view will be far from easy. It will require first a dedicated and substantial commitment on the part of federal, state and local agents and, more importantly, from people like ourselves. The road to travel is difficult and poorly illuminated in all too many cases, but we can be encouraged also that significant work has been going on despite our national overcommitment to the compensatory model.

Secondly, we will need to develop a clear rationale to include core assumptions and concepts. Some of the basic assumptions on which this new paradigm should be built include the following:

1. The roots of the educational problems of the Chicano are not culturally based.
2. The chief impediments to success by Chicanos in school cannot be attributed to deficient home or peer environments but to the various external restraint systems imposed on the group by virtue of its subordinate position in society.
3. The focus of research instruments should be shifted from the students' ethnic subculture to the structure of the educational and other societal institutions.
4. Educational systems must be restructured to reflect what "should be" and less "what is" in American society.
5. To be effective, changes in the educational system must be accompanied by changes in the political and economic sphere so that wealth and power are more equally distributed in society.

Third, we will need to carefully and systematically chart where we are in relation to where we need to go. Once established, the process of committing funds stimulate needed development in priority areas can begin. The matrix in Figure 1 is a first attempt at providing a mechanism for charting the state of the art in the area of Education for Cultural Pluralism. Once all programs have been identified and classified as per our sixteen-cell scheme, it will be necessary to develop evaluative criteria for each category program. The organization and coordination of the R&D framework suggested above is a massive undertaking which can best be accomplished by the new National Institute of Education. Then a framework for early and timely dissemination of products, knowledge, and systems developed will need to be developed nationwide. This will require as a minimum the involvement and commitment of state departments of education, the community, and universities, as well as the actual public school systems using the products.

Fourth, academicians from a variety of disciplines will need to be involved. The problem of eradicating institutional racism, cultural bias and discrimination in education is an interrelated part of the total societal system. There is little to be gained from "tinkering" with schools without directing attention to the total milieu. Thus the need for interdisciplinary effort on "cell by cell" basis (as noted above) is essential.

Last, in moving to effect these needed changes, we need to remember, particularly in working with schools and minority communities, that the process of involvement is equally as important as the product we're trying to "push." Genuine joint involvement of school and Chicano grassroots leadership is essential both because of the expertise all can provide and because only this approach will create the required receptivity and commitment.

	Collection of Basic Information and Data	Basic Research: Development of Relevant Theories	Development of Bicultural Education Problems	Development of Bicultural Training and Operation Systems
Early Childhood and Primary Education				
Intermediate and Secondary Education				
Community College and University Education				
Alternatives to Formal Education				

Fig. 1: Matrix for Classifying Development Efforts in the Area of the Education for Cultural Pluralism

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A CHICANO VIEW OF THE NATIONAL INSTITUTE OF EDUCATION

Juan Aragon

The general notion of having a super-structure such as NIE responsible for all research and development efforts in education in the U.S. at first glance appears to be a good one and, in fact, it could conceivably be a good one. There are, however, a series of factors that immediately spring to mind. All of these factors will, of necessity, be from the point of view of someone interested in the Spanish-speaking citizens of the U.S. The first question that arises is will NIE duplicate or replace some of the R&D activities currently underway in the Office of Education? The creation within OE of Title VII was long fought for and finally realized. Will NIE conduct research on bilingual education in addition to that being done by Title VII? Or will the Title VII R&D funds be transferred to NIE? If it is to be the latter, then the Spanish-speaking community will have to develop a new set of dialogues with the new agency. This will call for the investment of energies that the community may not wish to reinvest.

What implications will NIE have for the Office of Spanish-Speaking Affairs within the Office of Education? Will a division similar to this one be duplicated within NIE? Or will that office by preempted by NIE?

If it is the intention of NIE not to supersede, preempt, or even duplicate any of the above services, then a series of other questions immediately come to mind. What kind of input will the Spanish-speaking community have to NIE? The legislation refers to a Board of Advisors. As of this date the Spanish-speaking community is not aware of: (1) the procedure to be followed in nominating people to the Board of Advisors; (2) the selection process to be used in selecting from the nominees those that will actually serve on the Board of Advisors; and (3) how many slots, if any, will be apportioned to the Spanish-speaking community. The same series of questions as mentioned above applies to the nomination and selection of the Director of NIE.

The staffing job that NIE faces is of crucial interest to the Spanish-speaking community. It needs to know what kind of built-in talent from its own community will be included in the staff. Does NIE intend to guarantee built-in talent from the Spanish-speaking community, or will it depend on casually called meetings to be held periodically, where selected spokesmen for the community will be asked to react to predetermined proposals?

The NIE planning procedures to date give little assurance that the Spanish-speaking community was considered an essential factor in NIE planning. Two examples to support this can be cited. (1) It is our understanding that all meetings prior to the one held in San Francisco on Thursday, July 20, 1972, included representatives from diverse groups. That is as it should be. To our knowledge, there was not one Chicano included in any of the discussions prior to July 20. (2) The Rand Report, edited by Roger E. Levien, makes several references to the needs of the culturally different. Then one discovers Appendix C on page 164: "Individuals and Organizations Consulted During Preliminary Planning for the National Institute of Education." The list of people and organizations does not include one person or organization with a demonstrated track record of community service to, or interest in, the Chicano people. The list of persons providing written comments on the Draft Plan, which begins on page 172, is equally bereft of Chicano contributions. More careful reading of the list of people reveals the name of Ramon Mellado, Secretary of Education for the Commonwealth of Puerto Rico. It certainly is not the intention of this statement to diminish Dr. Mellado's contributions. On the contrary, we are pleased that he was included. But we are not sure that Dr. Mellado is knowledgeable about the educational problems of the Chicano people. How similar are the problems of Puerto Ricans living on the island to those encountered on the Mainland? Assuming that some relationship and similarities could be established between educational needs in Puerto Rico and on the Mainland (a very dangerous assumption), one can be sure that their relationship to the ten million members of the Chicano community cannot be easily established.

Unfortunately, the enthusiasm that one would feel for NIE's potentially new and refreshing look at educational R&D is quickly blunted when we note who was consulted and involved in its planning. It is our impression that the same intellectual establishment that has caused us great injury in the past imposed itself on the educational thinking that went into NIE. It would seem that NIE could become a new and powerful agency that would disavow intellectual colonialism which has failed to produce results or show interest in the desperate educational problems of the Spanish-speaking people.

The second article given us to read in San Francisco, entitled, "Program Planning for the National Institute of Education: A Summary of Four R&D Analyses," is a continuation of the Levien Report. It should be noted, as we criticize that document, that there is no intent to cast aspersions on the sincerity or competence of those involved to date. Those listed and those who presented papers are well known to all of us as reputable scholars. One, however, cannot help reacting to the continued audacity of excluding input from scholars who are developing theories and research needs in other areas, areas that might not be as ethnocentric as they at first appear. They should be perceived not only as scholarly pursuits but also concerns of a patriotic nature. The United States is the fifth largest Spanish-speaking country in the world. Its Spanish-speaking population is exceeded only by the populations of Mexico, Spain, Argentina and Peru. Spanish is the second most common sound system found in America. America is that expansive land mass that extends from the North Pole to Tierra del Fuego. It appears that, by the year 2000, Spanish could supersede English in the Western Hemisphere. Twenty-five years after that, it could be the most common language in the Western world. This country needs to nurture its Spanish-speaking resources if for no other reason than to communicate in what will quickly become this hemisphere's most popular language. It behooves the United States (and NIE) to address itself to the educational problems of the Spanish communities of this country.

As a result of these concerns, the following are offered as recommendations to NIE.

1. A complete bibliography on the educational and social needs of the Spanish-speaking community should be gathered and analyzed.

2. A meeting of Mexican and Puerto Rican scholars should be called in a conference that is meticulously planned and at which papers will be presented, much as the prior conferences were conducted.

3. Assurances should be given concerning continuous input by the Spanish-speaking community as further steps are taken to form NIE.

4. The procedures for the selection of the Advisory Board and the Director should be reported to the Spanish-speaking community and the intentions for its involvement clearly stated.

5. The Spanish-speaking community of this country should be asked to withhold further participation in NIE activities until responses are received to the first four recommendations.

A BRIEF CRITICISM

Reyes Ramos

The purpose of this paper is to present a brief criticism of NIE and to recommend what NIE might consider if it is serious about solving some of the educational problems Mexican Americans face. A careful reading of Levien's preliminary plan for NIE reveals that an implied objective of NIE is to accomplish what the Office of Education, or for that matter any federal office concerned with education, has not been able to do. The goal of NIE, as outlined in the Levien report, will be to reform and improve education in the United States through research and development. This is, indeed, an ambitious undertaking and one anybody interested in education hopes can become a reality.

However, many of us who are aware of the stated or implied goals, intentions, and priorities of the different federal agencies are skeptical that NIE will accomplish its implied objective. This is true for severa reasons. First, many of the departments within the Office of Education, such as the Office of Child Development (OCD) had and still have similar goals and good intentions as NIE has now. Second, other federal agencies, such as those within the Office of Education, started out as ambitiously as NIE to improve and reform education, but as yet they have made little difference. Third, the structure of NIE as presented in the Levien report is similar to the structure of those other federal agencies that have not succeeded as originally planned. Fourth, NIE is starting out in the same manner as the other federal agencies that have not succeeded. That is, NIE, like the other federal agencies interested in educational reform, is starting out by staffing and calling upon the "same" established educators with the "same" ideas that have not worked in the past and by using lesser known people only on a consulting basis instead of on a more permanent basis. In summary, NIE, if it really intends to make a difference in education in general, might start out by hiring people with different ideas.

Specifically, as educators and as Mexican Americans, we believe that NIE will not make a difference in the quality of education Mexican Americans receive. The following are some of our reasons.

1. In the Levien report, nothing is said about how Mexican Americans will participate in the selection of the Director of NIE and in the selection of its advisory council. It is not stated how many members of the advisory council will be Mexican Americans.
2. NIE has excluded Mexican Americans from its preliminary planning. A reading of the list of the people consulted during its preliminary planning reveals that not one Mexican American was consulted.
3. To date, Mexican American participation has been at a rather insignificant level. Seven people were asked by NIE to produce in a two-day conference a preliminary plan on the educational needs of Mexican Americans. A comprehensive plan cannot be produced in two days. The head of the planning unit of NIE should know that any serious consideration on how to solve some of the educational problems of Mexican Americans cannot be seriously addressed in a paper written in two days.

What might NIE do if it is seriously to consider solving some of the educational problems Mexican Americans face? We propose the following three things.

1. NIE must include Mexican Americans in all its planning stages.
2. NIE must define specifically how much money it will appropriate for Mexican American projects.
3. If NIE is going to attend to the educational programs Mexican Americans face, it must hire Mexican American educators for a reasonable length of time to write a serious plan in which the problems and possible strategies to solve those problems are delineated.

NATIONAL INSTITUTE OF EDUCATION

Manuel Ramirez III

Research and development programs which have concerned themselves with the problems of the culturally different have typically adopted one basic orientation. They have viewed the cultures of minority ethnic groups (and especially those of the peoples of La Raza, blacks, native Americans and Asians) as interfering with the intellectual and emotional development of children. That is, they have adopted a culture-is-damaging orientation in doing research with and developing educational strategies and materials for the culturally different. Furthermore, they have adapted theories and strategies which glorify the cultural values and life styles of the mainstream American middle class. The consequence of all this has been the rejection of cultural democracy in the educational process.

Examination of two documents on the National Institute of Education (*Program Planning for the*

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National Institute of Education: A Summary of Four R&D Analyses, and *National Institute of Education: Preliminary Plan for the Proposed Institute*) indicate that this agency is in danger of perpetuating the culture-is-damaging and exclusionist melting pot orientation of previous R&D efforts. The fact that very few people who are critical of the aforementioned orientations were consulted in the planning stages and the proposed procedures for selection of the director and the council indicate that this fear is well founded.

To avoid the danger of previous R&D programs the following is suggested.

1. The Director should not be an "establishment" social scientist or educator, but rather a person who has had experience in doing research and developing educational programs for the culturally different in the U.S.

2. The composition of the council should reflect the ethnic composition of the children and adults who most need to benefit from an agency like NIE. That is, if 35 percent of the people most likely to benefit from NIE are Chicanos, then 35 percent of the council should be made up of Chicanos. People appointed to the council should include persons active in community projects as well as graduate students.

3. The institute should hire Chicanos as project officers. Chicanos should also be represented in those positions which involve reviewing proposals and supervising programs once they are funded.

4. New lines of research should be given top priority in funding programs. For some ideas see Castaneda, *et al.*, *Mexican-Americans and Educational Change*, Mexican-American Studies, University of California, Riverside; and Mazon, M.R., *Adelante: An Emerging Design for Mexican-American Education*, School of Communication, University of Texas, Austin, Texas.

I would suggest that Chicano professionals withhold their endorsement of NIE as presently constituted; that they insist that NIE make those changes necessary to make it a meaningful agency for Chicanos. In addition, I would suggest that if these changes are not forthcoming, Chicano professionals contact Congressmen asking them to help withhold appropriations for NIE until it shows signs of willingness to move in innovative directions.

APPENDIX I

EXCERPTS TAKEN FROM "A REPORT OF THE FINAL SESSION OF THE NATIONAL BILINGUAL BICULTURAL INSTITUTE"

EXCERPTS TAKEN FROM

"A REPORT OF THE FINAL SESSION
OF THE
NATIONAL BILINGUAL BICULTURAL INSTITUTE"

Albuquerque, New Mexico
November 28-December 1, 1974

Presented To:

The National Council For Education Research
Dallas, Texas
January 30, 1974

II

NATIONAL INSTITUTE FOR EDUCATION

EDUCATIONAL PHILOSOPHY AND OPERATIONAL POLICY

A.1 CONCERN: Career Education

In order for Career Education to fulfill the potential of every student in a multicultural democracy and preserve the right of every American to remain identified with his own ethnic group, while learning the necessary skills to compete in the economic life of society, Career Education must give immediate attention to the special needs of Chicanos and others that are linguistically and culturally distinct.

In a recent address at New Mexico Highlands University, June 1972, the Assistant Secretary, Sidney Marland, Jr., asserted that:

> It goes against the grain, even in a child, to be required to learn to read--and then to read that your forefathers were unimportant, that their customs and beliefs did not deserve attention from the majority culture--and that you likewise are destined to be nobody with no cultural heritage of your own.

THIS IS PRECISELY WHAT THE CHICANO CAUCUS HAS SEEN IN THE DEVELOPMENT OF CAREER EDUCATION.

If Career Education programs are an attempt to restructure curriculum in terms of knowledge of careers and human development, then the road blocks for the linguistically and culturally distinct in this country must be taken into account.

One of the great problems facing the linguistically and culturally distinct in this country is that traditionally education has been directed primarily at the middle class and only to the English speaking.

If the educational system continues to ignore the special needs of the linguistically and culturally distinct, the only effect of new educational strategies, in this case, Career Education, will be to further lock these students into the cylce of poverty in which they were born.

If languages other than English are ignored in the instructional process, then linguistically and culturally different persons will continue to be sorted out and channeled into job classifications where manual rather than cognitive skills dominate.

Specific Recommendations

Be it resolved that:

1.1 A "MESA DIRECTIVA" be established and composed of Spanish speaking individuals knowledgeable in the area of education and cognizant of the needs of the Spanish speaking communities. The "MESA DIRECTIVA" must be officially approved and recognized as a legitimate representative body by Dr. Sidney P. Marland, Jr., Assistant Secretary for Education; Thomas Glennan, Director, National Institute for Education; and Dr. John Ohina, United States Commissioner of Education, to function as an advisory body to promote the aspirations of the Chicano.

1.2 The "MESA DIRECTIVA" be delegated the authority to review Career Education programs being considered for funding to insure cultural relevancy, proper curriculum content adequacy and that they reflect cultural sensitivity organizationally with "proper" administrative personnel allocation.

1.3 The "MESA DIRECTIVA" be made responsible for reviewing legislative guidelines and monies earmarked for revenue sharing.

1.4 The "MESA DIRECTIVA" be responsible for soliciting position papers on Career Education from Chicano educators and community people to aid the Education Division of HEW in the development of Career Education.

1.5 The "MESA DIRECTIVA" meet quarterly and that all costs, including the contracting of position papers and administrative costs, be the responsibility of Dr. Sidney Marland, Dr. Thomas Glennan and Dr. John Ohina.

1.6 Bilingual/Bicultural language be introduced into the Career Education Bill and/or administration regulation guidelines presently being prepared by the Office of the Assistant Secretary for Education, and that said guidelines make provisions for the inclusions of Bilingual, Bicultural Education into all phases of the proposed Career Education program.

1.7 Programs for preparing Chicanos adequately as Career Education Specialists, i.e., counselors, administrators, faculty, program directors, etc., be developed, executed and maintained.

1.8 Assertive training programs be established immediately for up-grading the Chicana in her present situation as factory worker, secretary, and welfare recipient. This type of effort should compensate for the loss of Chicano human potential.

1.9 The Office of Education contract Chicanos for writing position papers on "Implications of Career Education for Chicanos."

1.10 A National Clearing House for information exchange on Chicano resource personnel and materials, and that the programs be organized by Chicanos. The efforts should be funded by the Office of Education and NIE. A national clearing house would promote communication among Chicanos and the U.S. Office of Education.

1.11 Career Education incorporate monies to upgrade vocational training in poor school districts. Because of their limited local financial base, these districts have had the problem of insufficient funding.

1.12 More visability and financial assistance be provided for the only Chicano, Spanish speaking manpower training program, SER (Service, Employment and Redevelopment), in order to improve and augment the services so critically needed in many parts of this country where large pockets of Spanish speaking populations reside.

1.13 Future conferences with implications for minorities include a proportionate balanced representation of Chicanos in the planning of said conferences.

1.14 Supportive services--e.g., day care, tutorial, counseling--be meaningfully incorporated within the objectives of career education, which could enable Chicanas to partake of career education opportunities.

1.15 A Chicano marshalling device be implemented to insure the participation of Chicanos at the local level in the utilization of funds for career education allocated through revenue sharing.

1.16 Career Education be directed to incorporate innovative entrance procedures which would not screen out Chicanos by means of the MCAT (Medical College Admission Test). DCAT (Dental), LSAT (Lawyers), SAT, ACT, and GRE. Chicano enrollment in colleges and universities should reflect a proportional percentage of the Chicano population. Chicano professionals culturally oriented to that community would enhance life in the barrios. It is a fact that I.Q. testing has stereotyped Chicanos and has forced them into educational tracks which "locks" them into manual type occupations.

1.17 The NIE and USOE issue contracts to Chicanos for the development of Chicano development models which will address themselves to the unique needs of the bilingual, bicultural student in career education. Any further developmental efforts in Career Education models include bilingual, bicultural concepts and curriculums that are directed toward the distinctive special needs of Chicanos.

1.18 The current Commissioner of Education and the Assistant Secretary for Education, insure that the Washington staff of the Office of Education and the National Institute of Education reflect the Chicano make-up of the U.S. population as President Nixon recommends in his 16-Point program.

1.19 The Commissioner of Education insure that the regional Offices of Education and National Institute of Education staff reflect the Chicano make-up of those regions.

1.20 Members of the "MESA DIRECTIVA" act as technical assistants to educational visitations, which are developing career education leaders, and are in the Chicano regions of the country.

1.21 The "MESA DIRECTIVA" be responsible for coordinating and conducting regional workshops in the Chicano areas of the United States. The regional workshops will address themselves to the unique needs of the bilingual, bicultural student.

1.22 Rather than the current emphasis in developing curriculum materials which stress the White, Anglo, Protestant, and Middle-Class orientation, a new direction be taken which places emphasis on meeting the individual needs of Chicano students--including differences among ethnic groups. And that in the curriculum and guidance aspects of career education, testing, counseling and decision-making instruments and practices be re-directed away from creating obstacles and barriers, as these have been used in the past--preventing the Chicano's attainment of his/her career goals.

III

RECOMMENDATIONS-AT-LARGE

A.1 Be it resolved that:

1.1 Districts that have had programs for five years remain eligible for Title VII funding based on need and merit of the program.

1.2 Criterion reference testing be administered in the dominant language of the child.

1.3 That monies allotted for the training of bilingual bicultural teachers be provided only to those institutions of higher learning offering bilingual bicultural instruction whose department are staffed by professors oriented bilingually and biculturally appropriate to the needs of the area.

1.4 In addition to the National Dissemination Center in Austin, Texas regional dissemination centers be established in each region funded by ESEA Title VII appropriation.

1.5 That in addition to Bilingual Education within public school districts, Title VII monies be made available to youth correctional institutions.

1.6 THE NATIONAL TASK FORCE DE LA RAZA REQUEST THE NIE, THROUGH ITS DIRECTOR, MR. TOM GLENNAN, THAT ALL TOP LEVEL

POSITIONS BE FROZEN UNTIL THE TIME WHEN OUR PEOPLE CAN BE IDENTIFIED AND BE ABLE TO COMPETE FOR SAID POSITIONS.

1.7 The USOE, NIE and NEA support activities which improve among educators and students in bilingual bicultural programs international relations skills through communicating professionally and personally with those of other countries, particularly Mexico, whose language and culture have contributed significantly to the second languages and alternative cultures within the national population.

1.8 An institute for the training of parents of the bilingual community be funded and implemented.

1.9 The USOE provide support (financial) to those projects that to date have been providing materials, and are now in the process of constructing testing instruments and evaluation instruments to be used by the Bilingual Bicultural Education programs throughout the nation. That Federal support be provided with provisions in the Title VII regulations and in forthcoming legislation for the five following national educational support projects:

SCDC
CANBE
BCTV
MAP - San Diego
MAP - Stockton

A.2 Whereas we are aware that education has failed to meet the needs of our Bilingual-Multicultural children, we the New Mexico Caucus propose:

2.1 That the concept of Bilingual-Multicultural Education be extended to all districts for all children in New Mexico.

2.2 That the state department of education insist that local school districts hire only those teachers that are prepared to meet the needs of Bilingual-Multicultural children.

2.3 That all school districts in conjunction with the state department of education provide in-service training for all teachers based on the needs of the Bilingual-Multicultural setting of this state.

2.4 That certification be changed to meet the needs of all cultures of this state and recertification be assessed accordingly every three years; and that at least half of the recertification requirement be in the area of the cultural needs of the state.

2.5 That the state department of education mandate to local districts that there be direct community involvement in the full implementation of their educational program.

2.6 That the legislature appropriate the necessary monies and direct the BEF (Board of Education Finance) to fund viable Bilingual Multicultural teacher training programs.

2.7 That teacher training include a community action internship for all potential teachers.

2.8 That state legislation for Bilingual Multicultural education provide adequate funding to implement instructional programs on a continuing basis rather than the three year transitional limitation of the present legislation.

2.9 That Title VII of the Elementary and Secondary Education Act of 1964 funding policy be extended beyond the five year limitation until such time as we have reached equal education for all.

2.10 That all school districts implement comprehensive and viable instructional programs which will insure the cultural and linguistic equality of all children in the State of New Mexico.

2.11 That our children, our Spanish-speaking children, not be labeled "retards," "emotionally disturbed," or "hyper-active" because they cannot cope in the school situation for lack of understanding of the language.

APPENDIX J

RESPONSE FROM THE DIRECTOR OF NIE TO MESA DIRECTIVA RECOMMENDATIONS

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

OFFICE OF THE DIRECTOR

JUL 19 1974

RECEIVED
JUL 22 1974
NAT'L ED. TASK FORCE

Dr. Rupert Trujillo
Chairman, National Education Task Force
de la Raza
The University of New Mexico
College of Education
Albuquerque, New Mexico 87131

Dear Dr. Trujillo:

This is in response to the 22 recommendations contained in the Final Report of the Education Task Force de la Raza, emanating from the National Bilingual Bicultural Institute held in Albuquerque, New Mexico, in the Fall of 1973, and addressed to the National Institute of Education (NIE), the Assistant Secretary for Education (ASE), and the Office of Education (OE). This letter represents only NIE's response to the Task Force recommendations.

The Office of the Assistant Secretary for Education is circulating the Report among its staff and the Office of Education for appropriate response.

The Report is evidence of the concerns and commitment of the National Education Task Force de la Raza. The National Institute of Education and the National Council on Educational Research are also vitally concerned about the broad issues discussed in the Report. The Institute staff has, therefore, given extensive consideration to the Report, and I am responding to each of the twenty-two recommendations in the section of the Report addressed to the Institute.

As we reviewed and developed responses to the Task Force recommendations, we considered the broader issues of how the Institute involves external individuals generally in NIE planning and decision making activities, and of how we should relate to all minority groups. The responses we have developed to the recommendations in the Report are intended to apply to all minority groups.

For purposes of discussion, we have grouped the Task Force recommendations into three major categories: (1) those addressed to the Institute generally but which fall outside of the authorized scope of the NIE, (2) those having specific reference to the NIE Career Education Program, and (3) those concerned with involvement in NIE program planning, operation, and evaluation. Two Task Force recommendations; (a) a national clearinghouse for Chicano resource personnel and materials, and (b) curriculum development which places emphasis on the needs of individual Chicano students, are treated separately.

The format of this report is structured as follows: first the Task Force recommendations, in synopsized form, are presented, followed by NIE comments, and NIE comments are followed by actions I have directed which are relevant to the recommendations, where such action is indicated.

CATEGORY I: NOT APPLICABLE TO NIE

The following five Task Force recommendations are not within the authorized scope of or are not applicable to the NIE:

1.8 Assertive training program be established immediately for upgrading the general and specific work skills of the Chicana.

1.11 Career Education incorporate monies to upgrade vocational training in poor school districts.

1.12 More visibility and financial assistance be provided for the only Chicano, Spanish-speaking manpower training program, SER (Service, Employment, and Redevelopment).

COMMENT

These recommendations are concerned with training and are not appropriate for consideration as NIE does not fund training programs of the type referred to in these recommendations. Among those agencies which do provide these programs are OE, and the Department of Labor.

1.9 The Office of Education contract Chicanos for writing position papers on "Implications of Career Education for Chicanos."

COMMENT

The Task Force Report addresses this recommendation only to OE.

1.19 The Commissioner of Education insure that the Regional Offices of Education and NIE staff reflect the Chicano makeup of those regions.

COMMENT

NIE has no regional offices. The issue of staff positions was addressed in this report under Task Force Recommendations 1.13 and 1.18. The Institute conducts its programs on a national basis from its offices in Washington, D.C.

CATEGORY II: NIE CAREER EDUCATION PROGRAM

The following seven Task Force recommendations relate specifically to the NIE Career Education Program (CEP).

1.6 Bilingual/bicultural language be introduced into the Career Education Bill (Career Education Section S1539) and/or the administrative regulations and program guidelines.

COMMENT

Responsibility for the pending Career Education Bill and the subsequent program regulations and guidelines rest with the USOE and the Office of the Assistant Secretary for Education. The bill does not cover NIE. Regulations and guidelines prepared by OE are published in the Federal Register and allow for comments, reactions, and recommendations for additions, deletions, and other changes from the general public prior to the time when they are finalized. Even though NIE can take no action in this area, S1539 would establish a National Advisory Council and names among its members the Director of NIE. The Director acting in his capacity as a member would be in a position to advise the Commissioner of Education on these concerns.

1.7 Programs for the preparation of Chicanos as Career Education Specialists be developed and implemented.

COMMENT

Comprehensive staff development and training is not a CEP focus. The USOE would be the appropriate source of funds for staff development programs related to Career Education.

1.14 Day care, counseling, and other supportive services be incorporated into the Career Education Program to enable Chicanos to avail themselves of career education opportunities.

COMMENT

The CEP has funded two adult education demonstration programs. One, located in Providence, Rhode Island, provides comprehensive career counseling to 1700 adults each year. The other project located in Glasgow, Montana, has served approximately 400 families, 24 of which have been Chicano, and provides supportive services in the form of child day care, counseling, tutorials, health care, skills training, and job placement.

The issue of supportive services will evolve out of the CEP's concern with the identification of barriers to educational and occupational attainment. To this extent, NIE has addressed itself to the foregoing recommendation. However, supportive services are not generally a function of the NIE except as they relate to research. Provision of such services is the responsibility of programs operated at the State and local level.

1.15 Chicanos to be involved in decisions on the utilization of local career education funds available through revenue sharing.

COMMENT

The NIE and, therefore, the CEP has no control over the allocation of funds made available through revenue sharing at the State and local level.

1.16 CEP has to impact standard entrance procedures for colleges, universities, and professional schools in such a way as to promote enrollment of Chicanos in numbers reflecting the proportional percentage of the Chicano population.

COMMENT

The specific task of assuring the fairness of entry requirements rests primarily with DHEW Office for Civil Rights, and with the Civil Rights Division in the Justice Department. CEP efforts propose to develop useful alternative credentialing procedures which would give educational recognition for experience as well as formal educational experience.

The Policy Studies Program in the Office of Research has proposed activities which will research the federal role in guaranteeing equitable student access to post-secondary education.

JUL 19 1974

Dr. Rupert Trujillo

1.17 The NIE to issue contracts to Chicanos for the development of career education models which address the unique needs of the Chicano student.

COMMENT

The Career Education Program has not initiated any new models or developmental programs since its formation in August, 1972. The developmental programs which are currently being funded were transferred from USOE, and they require the major portion of CEP's present staff time and funds.

The CEP's concerns for the Chicano community are reflected in research projects and in other activities in which Spanish-speaking representatives have participated. For example:

--The Los Angeles Unified School District, as part of a contract with the Center for Vocational and Technical Education at Ohio State University, using NIE funds, looked specifically at the Career Education needs of the Chicano in Los Angeles and commissioned a report by David Lopez Lee entitled, "Minority and Majority Concerns of Career Education and a Minority Participation Model." The recommendations in the report helped shape the curriculum in the Los Angeles Unified School District and also impacted on the development of guidelines for community participation in career education programs. These guidelines will be published as part of the Center for Vocational and Technical Education's final report. ,

--A seven-member group which included a Chicana designed a project to define useful criteria for identifying sex bias in career interest inventories.

--A paper on the role of social class, age, and sex bias in interest inventories was critiqued by a five-member panel which included a Spanish-Surnamed female.

--Both the groups referred to above were influential in drafting the guidelines to be used in evaluating career interest inventories. The guidelines have now been defined and discussed in a workshop which included Chicanos. A Request for Proposal (RFP) has been issued to develop a learning kit translating the information learned into a form that can be used by guidance counselors.

--The CEP has released an RFP for field testing and revision of 88 career awareness curriculum units. The RFP requests suggestion of designs which will test and revise the units to increase their ability to work effectively for different ethnic groups including the Chicanos.

--The CEP is now working on the final draft of a paper describing the educational and occupational status and needs of minority women (Black, Chicana, American Indian, Puerto Rican, and Asian). This paper reviews the status of minority women and provides suggestions as to how the CEP might address some of these needs. This paper will provide a basis for CEP program planning in this area.

--The CEP hopes to sponsor a meeting of minority adult education leaders to discuss and critique the CEP's adult educational plans. Chicanos will certainly be included in significant numbers. It is anticipated that the meeting will be held fairly early in FY 1975.

--Four Spanish-Surnamed individuals were invited to a conference of approximately 30 persons in mid-February. The purpose of the meeting was to review and critique the CEP plan for 1975 in preparation for CEP presentation to the NCER.

--This fall, the CEP will be looking at the range of R&D activities which would be most useful for the NIE to sponsor in order to effect changes within the present school system. These planning activities would be carried out through competitive design studies and other competitive processes.

They will be the basis for determining what developmental programs will be initiated if additional funds become available. One of the questions that will be asked is whether the development of programs directed at specific target groups, such as the Chicano, American Indian, Asian, Black, or Puerto Rican, would be as effective as programs which concentrate on identifying common problems shared by many such groups which seem to affect the individual's ability to enter and advance in the job market.

1.20 Members of "Mesa Directiva" act as technical assistants to educational visitations ("organizations") which are developing career education ladders and are in the Chicano regions of the country.

COMMENT

The CEP does not develop career ladders for any communities or regions. Career ladders are determined by the economic character of particular communities or regions. Curricula developed by CEP (through its contractors) require the articulation of and responsiveness to regional career ladders. Therefore, when funding the development of curriculum, the CEP makes an attempt to assure that the contractors' staffs conform to the ethnic characteristics of the communities served, or that those ethnic characteristics are strongly represented through review panels and/or consultants. The Task Force de la Raza might contact organizations within the country which are developing career education curricula for the purposes of establishing relationships as technical assistants.

CATEGORY III: NIE PLANNING, OPERATION, AND EVALUATION

The following eight Task Force recommendations specify the role desired for the "Mesa Directiva" in relation to the NIE, ASE, and OE.

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Recommendations of the Task Force de la Raza

1.1 The establishment of a "Mesa Directiva" as an official advisory body to the Assistant Secretary for Education, the U.S. Commissioner of Education and the Director of NIE. (The following names were suggested as persons willing to participate in the "Mesa Directiva": Pepe Barron, Washington, D.C.; Tony Calvo, California; Alfredo de los Santos, Texas; Antonio Esquibel, California; Corrine Sanchez, California; Gilbert de los Santos, Texas; and Antonio Pando, Utah.)

1.2 The "Mesa Directiva" be delegated the authority to review Career Education Program plans.

1.3 The "Mesa Directiva" be responsible for the review of legislative guidelines and monies earmarked for revenue sharing.

1.4 The "Mesa Directiva" be responsible for the solicitation of position papers on CEP from Chicano educators and community people to aid the Education Division of HEW in the development of Career Education.

1.5 The "Mesa Directiva" to meet quarterly with all costs to be borne by the ASE, USOE, and NIE.

1.13 Future conferences with implications for minorities include a proportionate balanced representation of Chicanos in the planning of said conferences.

1.21 The "Mesa Directiva" to coordinate and conduct regional workshops on the unique needs of the bilingual, bicultural student.

COMMENT

These recommendations are grouped as a unit for purposes of this report. It is our understanding that they reflect a desire for systematic and ongoing input into NIE program conceptualization, planning, implementation, and evaluation generally through the "Mesa Directiva." The intent appears to be to help ensure sensitivity and responsiveness to the concerns and needs of Mexican Americans in Institute planning and programs. If these assumptions on our part are correct, we agree with the objectives expressed, in fact they are inherent in the NIE equal educational opportunity objective. Since its inception a central concern of NIE has been the educational problems, concerns, and views of the various minority communities and low-income groups.

Currently there are a number of avenues through which the NIE is informed about the perspectives and priorities of Mexican Americans and other minority groups; for example, employees on the staff, participants in conferences and workshops, consultants, participation in site review panels, R&D projects oriented to Mexican Americans, and through correspondence, visitations, and telephone contacts. The National Council on Educational Research at its meeting in Dallas, Texas, January, 1974 adopted a policy to hold open meetings, and stipulated procedures for the participation of members of the general public (NCER Resolution No. 013074-8). Council meetings have already been utilized as a source of input into the Institute by representatives of minority groups.

However, we perceive a need to systematize the means whereby the NIE receives input from and/or involves minority communities in its planning and decision making activities. Such a procedure would be directed to rendering such input regular and anticipatory. Under the law, however, the NIE cannot delegate its mandated authority to external groups or organizations. The Institute does solicit the counsel and opinions of public and professional persons, but only for specific purposes of a particular NIE program. Therefore, special recognition as an advisory group cannot be accorded the "Mesa Directiva" or any similar group.

We believe we can pursue the objective of regular, anticipatory input from minority communities by: (1) developing a procedure which aims to insure significant and timely input from all minority groups by having representatives from these communities on all NIE committees comprised of external experts, i.e., field readers, site review teams, prospectus and proposal review panels, consultants, and other NIE staff extensions; (2) by developing procedures which will keep these communities informed of NIE activities of significance to them; (3) by vigorous recruiting activities seeking candidates with qualities needed in NIE staff; and (4) by developing a procedure which will allow input from representatives of minority groups at key points in the Institute's annual planning cycle, such as input on program priorities in NIE budget preparation.

With respect to the seven Task Force recommendations cited on page 9, I have directed that the following actions be taken to systematize the involvement of minority groups in the planning, operation, and evaluation of NIE programs:

1. Development of a procedural system which will allow for periodic review, analysis, and reporting by program areas on the utilization of minority group individuals as consultants on all committees; i.e., field readers, site review teams, prospectus and proposal review panels, consultants, and other staff extensions. The system will provide information by program area on (a) the number and distribution of minority individuals and women, (b) criteria for inclusion and/or exclusion, (c) institution of graduation, (d) institution of affiliation, (e) area of expertise, (f) current position, (g) pay rate, and (h) staff evaluation. Findings will be reported to the Director and/or Deputy Director along with recommendations.

   This activity is already under way.

2. Development of a procedure to bring the Office of the Adviser to the Institute for Human Rights (OAI/HR) into the recruitment and selection of external experts by Institute program areas.

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3. Development of a process which will allow input from representatives of the Mexican American and other minority groups at key points in the annual planning cycle, such as input into the selection of priorities in planning and preparation of the budget.

   The procedure developed will have relevance for other Institute constituents as well, and concerns relating to equal educational opportunity will be emphasized.

4a. Compiling and maintaining a comprehensive list of representative Spanish-Speaking and other minority organizations and individuals which will be added to the NIE mailing list and entered into the Office of External Relations' matrix of organizations with which there is continuing systematic contact.

   This process is already ongoing.

b. Development of a National Institute of Education newsletter, which will include information on the progress being made in the NIE with regard to its equal educational opportunity objective, and on issues, activities, plans, and other Institute features of particular interest to minority groups. It is anticipated that by the latter part of the summer, the newsletter will be developed and disseminated.

c. A quarterly report prepared by the Adviser to the Institute for Human Rights for the Director will provide information on the status and progress of the Institute in such areas as relations and activities with external minority groups and women, NIE projects, programs, and activities addressed to minorities and women, NIE staffing, the involvement of minorities and women in Institute program planning, operations, and evaluation, and the affirmative action program. The report will contain recommendations for improvements where appropriate and will provide the basis for action on the part of the Director and the executive staff.

5. Development of a procedure which will systematically bring the Adviser for Human Rights and the NIE Equal Educational Opportunity Committee into the NIE planning and review process. The Adviser will work with program heads directly and through the Committee to identify issues and problems which require study from a variety of perspectives. The EEOC Committee is made up of NIE staff and is responsible for overseeing and addressing the Institute's progress toward and attainment of its objectives related to equal educational opportunity. Where appropriate, individuals and groups outside NIE may be contracted to assist the NIE staff in this work.

   While it is easy to make a verbal commitment to the development of a process to bring representatives of minority (and other external) groups into the planning and decision making activities of the Institute, the actual working out of the concrete process is a difficult one. For example, issues surrounding identification of candidates, selection of candidates (criteria for selection, who makes the selections, etc.), and the question of representativeness of individuals selected, pose hard challenges to developing a process which promises to be functional and constructive. Nevertheless, we believe it can be done and that the net effect will be greater than the advisory group mode in terms of benefits to NIE and to the groups involved.

The following recommendation is addressed to Chicano representation on the NIE inhouse staff.

Task Force Recommendation

1.18 The staff of NIE to reflect the Chicano in relation to the U.S. population as outlined in the President's Sixteen Point Program.

COMMENT

The internal staff plays a major role in Institute planning and decision making and thus, represents one of the most direct means of influencing these processes. In light of this, considerable attention has been given to the recruiting efforts aimed at increasing the number of Mexican Americans and other minorities in significant positions on the full time inhouse staff, as well as those who can be called upon to lend their talents and expertise on an intermittent and/or temporary basis.

Currently, Mexican Americans comprise 1.3% of the NIE staff. Estimates of the proportion of Mexican Americans in the general population range from 2.56% to 3.0%. I do not intend to limit Mexican Americans to 3% of the NIE staff. I intend to continue our emphasis on the recruitment of minority professional staff.

Mexican Americans have been well represented on the Office of Research Grants' panels, which reviewed field initiated proposals for research. Through this program, $11 million was awarded in FY 1973 and $4 million in FY 1974. The review panel for the 1973 Field Initiated Studies Program was composed of 8% Mexican Americans distributed across the review panels. The 1974 review panels were composed of 7.1% Mexican Americans distributed across the panels.

Mexican Americans participated as consultants and were well represented in the small conferences held in the Winter and Spring, 1974, addressing the NIE's Essential Skills, Productivity and Technology, and Education to Work priority issues. As part of a series of agenda building and program planning activities emanating from the Multicultural Education Program, a working conference comprised of Mexican American researchers and educators was held on April 18 and 19, Palo Alto, California. The program intends to meet with other Mexican Americans, including persons representing the Task Force in late July.

The Institute is making progress in this area and we strongly anticipate that further progress will be made through increased numbers of Mexican Americans on the inhouse staff, in our scholars program, and as external experts.

The Institute's Sixteen-Point Program Coordinator participates as a representative from the Office of the Adviser to the Institute for Human Rights on the Institute's Executive Recruitment Committee. He is also involved in recruitment of staff below the executive level and is currently involved in extensive and intensive efforts to identify Spanish-speaking candidates for positions currently vacant within the Institute.

In this area, I have directed the following:

1. A vigorous recruiting effort for qualified minority candidates for all positions currently vacant in the Institute and for those positions which will become available in FY 1975.
2. Development of a policy statement on the Sixteen-Point Program setting forth its rationale, objectives, and relationship to the objectives of the Institute. I will disseminate this policy statement within the Institute and to the external Spanish-speaking community.

ADDITIONAL TASK FORCE RECOMMENDATIONS

1.22 Curriculum development which places emphasis on meeting the individual needs of Chicano students.

COMMENT

The Institute is currently sponsoring program activities which emphasize curricula material designed to be effective with all children.

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The materials are designed to accommodate the wide differences in interests, abilities, needs, and backgrounds of children. However, these development efforts are directed to the general population of students rather than to specific target groups, including Chicanos. The Institute may continue to support development of curricula for purposes and populations which would not receive sufficient attention from commercial developers or other agencies.

The Multicultural Education Task Force will emphasize research into learning and curricular issues with respect to minority groups for at least the next two fiscal years. Programs will emphasize linguistic research, research into test bias and construction of new tests, and instructional research.

The following recommendation relates to a National Clearinghouse for Chicanos.

Task Force Recommendation

1.10 A national clearinghouse for information exchange on Chicano resource personnel and materials, organized by Chicanos and funded by NIE.

COMMENT

The Educational Resource Information Center's (ERIC) 16 centers, each concentrating on a special subject, are now supported by NIE. ERIC limits its functioning to acquisition, selection, abstraction, analysis, and dissemination. Appropriate professional works from all sources are eligible for inclusion in ERIC.

The feeling that ERIC is not meeting the educational needs of their community was voiced by some Chicano participants at the Bilingual/Bicultural Institute held in Albuquerque, November, 1973 and at the U.S. Commission on Civil Rights' Conference in San Antonio, March, 1974. Asian Americans at their small working conference in San Francisco voiced a similar feeling.

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> The extent to which these systems are or are not adequate requires additional study. The Office of Dissemination and Resources of NIE has recently issued an RFP to provide an analysis of the requirements of an information system, with a view toward improving ERIC. Part of that analysis will be devoted to the needs of minority groups and to how ERIC might most effectively serve them.
>
> The Information and Systems program, Office of Dissemination and Resources is preparing to carry out discussions with representatives from the various minority groups, including Chicanos, for the purpose of developing a clearer concept of their concerns and expectations, and to discuss currently available information systems and services. The Office of Dissemination and Resources believes that the requirements study will identify needs for modification of the clearinghouse structure and for additional files, such as a human resources file. The findings of this requirements study will become the basis for decisions about further action in this area.

As the work plans which I have approved are developed they will be considered by the Executive Committee of the Institute, which includes the Deputy Director and Associate Directors, after which I will set them in motion. I will keep you informed of our progress as the Institute proceeds to develop its strategy for involving minority groups in particular and external groups in general in its planning and decision making activities.

Sincerely,

Thomas K. Glennan, Jr.
Director

APPENDIX K

CONFERENCE FOR THE ANALYSIS OF APPLIED AND BASIC RESEARCH PRIORITIES RELATING TO MEXICAN AMERICAN EDUCATION NEEDS

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Holiday Inn
625 El Camino Real
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April 18th, 19th, 1974

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APPENDIX K

CONFERENCE FOR THE ANALYSIS OF APPLIED AND BASIC RESEARCH PRIORITIES RELATING TO MEXICAN AMERICAN EDUCATION NEEDS

ABSTRACT

Given the realistic constraints of limited resources for research and the recognition of the needs of a pluralistic society, research priorities should be established first on the basis of interest areas of concern to all socio-cultural groups and, secondly, for investigation within groups. While a balance between basic and applied research should be maintained, all research should be regarded as a facilitating tool. That is, it should reflect the immediate concerns and needs of the community wherein the investigation is to be implemented. An ideal research process would involve the community in a survey of its needs, and wherein possible throughout all stages of the investigation. If structured appropriately, it could also be a conscious raising process and activating process for the community.

Conceptualizing, theorizing, or research in the area of biculturalism has two components: 1) consciousness raising for the American mind--for those interested in modifying, changing opinions, and particularly, for those involved in making policy decisions, and 2) synthesizing thoughts and feelings about the merits of biculturalism for a pluralistic society. In all instances, research should assist with an understanding of the different child populations for whom educational programs are being designed.

Research Questions to be Considered:

LINGUISTICS

1. Language maintenance: How does one come to lose the facility of a language? What are the processes whereby language will fall out of performance or ability to use, even though a person may know it? This is an important component of culture maintenance.

2. Language Shift: What are the processes involved in switching from one language to another?

3. Usage Patterns: How is Spanish and English used by Chicanos? By whom? In what context? With what proficiency? In essence, what are the characteristics of community speech and what are community attitudes towards these characteristics? For example, what are parental expectations of what should constitute language learning in the schools? What form of the language should be used? For that matter, which language should be taught?

4. Spanish Acquisition: What are the processes used by Chicano children to learn Spanish? What are the implications for program design, content, material, and teacher training?

5. Chicano Dialect: Does it exist or is it the result of learning English and having interference from Spanish?

6. Attitudes Towards Learning Spanish: What are they for Chicano students and parents, for non-Chicanos?

7. Assessing Language Competence: Instruments need to be developed for evaluating and monitoring Spanish and English-speaking skills.

8. Second Language Learning: Does it interefere with the continued development of one's first language?

9. Bilingualism and Unilingualism: Does bilingualism eventually result in unilingualism - a preference for the use of only one language? What are the educational implications for language education?

10. First and Secondary Language Maintenance: What is needed for language maintenance? What can an educational system do to maintain both languages?

11. Ability and Language Learning: Is more intellectual ability required to master two languages than one?

12. Arrested Acquisition or Partial Acquisition: What is the difference? What are the teaching methodological implications?

BILINGUAL-BICULTURAL EDUCATION

1. Culture Through Language: How can it be taught?

2. Maintenance vs. Transition Programs: What are their effects upon social functioning? Plurality or assimilation?

3. Successful Bilingual Program Practices: How can they be identified and disseminated?

4. Bilingual Program Evaluation: Appropriate instruments need to be developed, and exploring criterion-referenced assessment model as an alternative to standardized tests.

5. Spanish and Curriculum: How should it be woven verbally and written throughout the educational program?

6. Continuous Bilingual Education: What programs best provide continuity in bilingual education? How far should it be extended?

7. Teaching Methods: What are the learning, cognitive, social, and motivational patterns of minority children? What are appropriate teaching strategies? Materials? How can these be incorporated into teacher training programs? What can be done to retrain bilingual teachers and monolingual teachers? What teacher training needs to be done in curriculum development for bilingual-bicultural programs? How can culturally relevant materials be integrated into the total curriculum? How much should be included? How, when, and where is a bilingual approach most effective in teaching, reading, and math skills? What are the different teaching strategies for children predominantly Spanish-speaking from those in a mixed-linguistic group? What are the requisite methodological or attitudinal skills for teaching in a bilingual classroom?

8. Non-English Speaking Children: How can their needs be met in a regular classroom?

9. Language Education: What is the effect of the various methodologies upon language learning (i.e. using the vernacular for instruction) ?

10. Community Attitudes: What are they towards bilingual education? What information do they need about bilingual education, its merits, goals, or services?

11. Schools and Parents: How does a bilingual program foster/inhibit communication between them?

12. Community and Bilingual Education: What roles can community personnel play in the program? How can they assist with the development of curriculum material?

13. Transfer of Skills: Can skills be transfered from one language to another?

14. Merits of Bilingual Programs: Do they improve a student's self-concept and sensitivity to culturally different people? Is there empirical evidence noting the benefits of bilingual education or of being bilingual? How can it be integrated into the educational mainstream?

15. Student Attrition: How can parents and schools motivate students to remain in school?

16. Individualization: What are appropriate individualization strategies for bilingual programs?

17. Teaching Styles: What are they in the home and in the community as determinants of learning styles?

18. Knowing the Community: Can a systematic framework be developed and proved effective for coming to know a community structure?

19. Mixed Language Schools: What education program would be best for a mixed-linguistic school? Which language(s) should be taught?

20. Alternative Bicultural Education Models: What are they, or might they be?

MENTAL HEALTH

1. School Stress: What are the stress factors for Chicano students and parents in schools?

2. Family Strength: What are familial assets which contribute to achievement motivation as it relates to self-esteem (for ethnic pride) and family structure (or function)?

3. Mental Health Services: What program(s) would best meet the needs of the Chicano community? What are the mental health needs?

4. Personality Theory: Is there an alternative approach to viewing the personality of the Mexican-Chicano from the European tradition? How should personality develop? How can schools and mental health programs help?

5. Nature of Biculturalism: What is it? What are the phychological and sociological issues for an individual in the socio-cultural systems?

6. Tolerance: Does knowing about someone's heritage lead to greater understanding?

7. Demographic-Educational Mapping: Where are the various ethnic groups located?

DEVELOPMENTAL PHYCHOLOGY

1. Child Rearing Practices: What are they for the Chicano? What is the early socialization process of the Chicano?

2. Cognitive Styles: What is it for the Chicano? How does it relate to socialization practices and cultural influences?

3. Concept Development: Are there psychometric instruments available which need to be developed to identify high potential minority students for career counseling, educational planning, etc.?

Permeating through all the questions cited is an urgent need for better assessment procedures and instruments. A review needs to be made of what is available and their shortcomings. New evaluation tools need to be developed which are more appropriate for minority students; i.e., diagnostic, achievement, career counseling, and language development.

Finally, information of bilingual programs needs to be made available to all levels, from parents to policymakers. There needs to be a forum established which would facilitate this exchange as well as stimulate further research.